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ABSTRACT

A guide to the vast array of available resources for law-related education (LRE), this annotated bibliography is intended to assist any one concerned with the civic education of youth, especially teachers and other members of the K-12 educational community. It offers information about the law, innovative teaching methods, and guides to national LRE programs. Part 1 presents an annotated bibliography of 43 LRE teaching materials, resource guides, and research documents in Resources in Education. Part 2 provides an annotated bibliography of 50 journal articles in Current Index to Journals in Education. Part 3 has two ERIC digests on LRE. The first is "Mediation in the Schools" by David Keller Trevaskis. The second digest is Robert S. Leming's "Teaching about Landmark Dissents in United States Supreme Court Cases." Part 4 contains the American Bar Association's "Essentials of Law-Related Education: A Guide for Practitioners and Policymakers." Also included are appendices that provide contact information for a network of LRE programs being conducted at both national and state levels and instruction on submitting LRE documents to the ERIC system. (LH)

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ED 388 534

Robert S. Leming and James Downey, editors

RESOURCES FOR LAW-RELATED EDUCATION

Documents and Journal Articles in ERIC, 1994

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ERIC Clearinghouse for Social Studies/Social Science Education
and the American Bar Association
National Law-Related Education Resource Center

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ERIC Clearinghouse for Social Studies/Social Science Education
and the American Bar Association
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ERIC, Educational Resources Information Center, is an information system sponsored by the Office of Educational Research and Improvement, within the U.S. Department of Education.

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Introduction

Law-related education (LRE) is the organized learning experience that provides students and educators with opportunities to develop the knowledge, understanding, skills, attitudes, and appreciations necessary to respond effectively to the law and legal issues in our complex and changing society. Education for citizenship in our constitutional democracy is the overriding goal of LRE in elementary and secondary schools. LRE encourages students to deal with controversial issues that stimulate discussion, exploration, and reflection. This kind of focus emphasizes critical thinking and active participation by students. Knowledge and skills are enhanced by the widespread use in LRE programs of resource persons from the community.

To promote the widest possible dissemination of LRE materials, the American Bar Association National Law-Related Education Resource Center (ABA/NLRC) serves as the Adjunct ERIC Clearinghouse for Law-Related Education, in partnership with the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) at the Social Studies Development Center of Indiana University. ERIC/ChESS is one of sixteen ERIC clearinghouses sponsored by the U.S. Department of Education.

As a guide to the vast array of LRE resources available to teachers, the American Bar Association and ERIC/ChESS present this select bibliography of recent ERIC documents and journal articles on LRE. Through its annual efforts to publicize the valuable teaching materials on LRE, ABA and ERIC/ChESS endeavor to improve the quality of teaching in this vital area of civic education. This annotated bibliography offers teachers essential knowledge of the law, innovative teaching methods, and guides to national LRE programs. Reflecting a growing and important component of the K-12 curriculum, these materials on LRE should hold great interest for the educational community and anyone concerned with the civic education of American youth.

The American Bar Association's Public Education Division created the NLRC in 1991 to collect and disseminate information on LRE programs and resources, substantive legal topics, funding sources, and teacher and resource leader training opportunities. Today, the NLRC serves the K-12 community, college and university students, as well as the general public. NLRC produces newsletters, technical assistance papers, anthologies, bibliographies, and books on LRE resources, such as *319 Current Videos and Software for K-12 Law-Related Education.*

ERIC is a federally funded, national information system designed to provide ready access to education literature. At the heart of ERIC is the largest education database in the world—containing more than 850,000 records about journal articles, research reports, curriculum and teaching guides, conference papers, and books. Each year approximately 30,000 new records are added. The ERIC database is available in many formats at hundreds of locations. A network of subject-oriented clearinghouses provides toll-free reference and referral services, and free or low-cost publications on important education topics. Twenty-five years ago, ERIC became the first commercial online database. In 1986, the ERIC database was made available for searching on CD-ROM.

Now ERIC is pioneering efforts to make education information accessible through electronic networks. Currently ERIC is available to thousands of teachers, administrators, parents, students, and policymakers through the Internet, CompuServe, America Online, America Tomorrow, and GTE Educational Network Services.

AskERIC is a human-mediated, question answering service for teachers, library media specialists, administrators, and others involved in education. A project of the ERIC Clearinghouse on Information and Technology at Syracuse University, AskERIC uses the vast resources of the ERIC system and the Internet to answer questions by electronic mail. Questioners receive an electronic mail response at no cost within 48 hours. Typical responses include citations from ERIC database searches, full text ERIC Digests, and Internet resources, such as listservs and addresses for gopher sites. Address questions to: askeric@ericir.syr.edu.

The AskERIC Virtual Library offers an abundance of electronic resources through Gopher and World Wide Web (WWW). The resources include lesson plans, ERIC searches, ERIC Digests, AskERIC Info Guides, and lessons and materials from NASA, CNN, and the Discovery/Learning Chapter. If you have Gopher or FTP, connect to: ericir.syr.edu. If you have Mosaic, Lynx, or another WWW client, open the URL and connect to: http://eryx.syr.edu. You also may Telnet to: ericir.syr.edu and type "gopher:" at the "login:" prompt. If you need help, e-mail: askeric@ericir.syr.edu or call 800/464-9107.

Included in this collection are selected abstracts of LRE documents and annotations of LRE journal articles, among more than 150 collected between January 1, 1994 and September 30, 1994. The LRE materials included in this publication range from expositions on Supreme Court decisions to interviews with sports heroes on the prevention of juvenile crime. Because a hallmark of many LRE programs is a "non-traditional" approach to learning, the lesson plans included among the documents encourage students to deal with controversial issues that stimulate discussion, exploration, and reflections. Part I presents an annotated bibliography of LRE teaching materials, resource guides, and research documents. Part II provides an annotated bibliography of journal articles. The ERIC Digests, presented in Part III, include MEDIATION IN THE SCHOOLS by David Keller Trevaskis and TEACHING ABOUT LANDMARK DISSENTS IN UNITED STATES SUPREME COURT CASES by Robert S. Leming. Part IV includes *Essentials of Law-Related Education: A Guide for Practitioners and Policymakers* published by American Bar Association. Appendices feature a directory that provides contact information for a network of LRE programs being conducted at national and state levels, and instructions on how to submit LRE documents to the ERIC system.

Part I

Resources in Education (RIE) ANNOTATED BIBLIOGRAPHY ON LAW-RELATED EDUCATION

Resources in Education (RIE), of the U.S. Department of Education, is the facet of the ERIC database that publicizes documents in education, including lesson plans, curriculum guides, and research papers. Each entry provides the author, title, publisher, and sponsoring organization. A list of key words fosters easy reference and computer searches. The annotation offers a brief summary of the thesis, purpose, and contents of the document. Figure 1 in Appendix 3 is a guide to reading an ERIC document resume.

Educators may access the full text of many of the LRE documents referenced in this bibliography through microfiche collections available at major libraries or they may order paper copies through the ERIC Document Reproduction Service (EDRS). Serving a diverse group of customers with a wide range of requirements, EDRS fills requests ranging from one document to the entire ERIC collection for international, national, and local governments; university, state, and municipal libraries; foreign universities and libraries; education professionals, students and parents; and community groups, corporations, and professional associations.

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Telephone: 703/440-1400
FAX: 703/440-1408

ED365595

Avery, Patricia, and others.

TOLERANCE FOR DIVERSITY OF BELIEFS: A SECONDARY CURRICULUM UNIT.

Boulder, CO: Social Science Education Consortium, Inc., 1993. 109p.

ISBN: 0-89994-374-8

Available From: Social Science Education Consortium, 3300 Mitchell Lane, Suite 240, Boulder, CO 80301-2272.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Colorado

Target Audience: Teachers; Practitioners

Descriptors: *Citizenship Education; Constitutional Law; *Cultural Pluralism; *Democratic Values; Intellectual Freedom; Law Related Education; Minority Groups; *Multicultural Education; *Political Attitudes; Racial Relations; Secondary Education; Social Studies

Identifiers: *Tolerance

This document consists of a 6-week curriculum unit designed to allow secondary students to actively explore issues associated with freedom of belief and expression. Throughout the curriculum students systematically examine the ways in which the legal and constitutional framework of our society directly embodies the norms of freedom of speech and minority rights. Students analyze the legal protections that have been afforded unpopular groups at the national level and parallel principles at the international level. Case studies, role playing, simulations, and mock interviews are used throughout the curriculum to examine the historical, psychological, and sociological dimensions of tolerance and intolerance. Information from psychological studies helps students understand why some individuals are particularly intolerant of beliefs that differ from their own. Descriptions of the Holocaust, the Cultural Revolution, and the internment of Japanese Americans during World War II direct students' attention toward the short- and long-term consequences of intolerance for the victim, the perpetrator, and society. The curriculum includes eight lessons and their corresponding handouts. Each lesson is divided into eight parts: (1) objectives, (2) estimated time, (3) materials and equipment needed, (4) vocabulary, (5) optional films and videos, (6) set induction, (7) learning sequence, and (8) closure. The lessons cover victims of intolerance, the origins of intolerance, basic human rights, censorship, political tolerance and U.S. courts, international rights and responsibilities, beliefs and believers, and developing a class declaration of rights and responsibilities. (DK)

ED361246

Bol, Joyce H.

FREEDOM OF SPEECH AND THE ROLE OF GOVERNMENT: A COMPARATIVE STUDY - USA VS. INDONESIA. Washington, DC: Center for International Education (ED), Washington, DC, 1991. 22p.

Requirement curriculum unit for the 1991 Fulbright-Hays seminar in Indonesia.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; New York

Target Audience: Teachers; Practitioners

Descriptors: Area Studies; *Censorship; *Citizenship Education; Comparative Analysis; Cooperative Learning; Curriculum Development; Foreign Countries; *Freedom of Speech; Global Approach; *Government Role; High Schools; High School Seniors; Press Opinion; Secondary School Curriculum

Identifiers: Bill of Rights; Global Education; *Indonesia

This curriculum unit for high school government or civic classes was developed as a requirement of a Fulbright-Hays Fellowship seminar in Indonesia. It deals with aspects of political control that the government exercises over citizen rights. The unit compares the situation in the United States, where the Bill of Rights guarantees the freedom of speech and expression, with that in Indonesia. Indonesia is considered a developing nation that is making steady economic progress, but its political structure does not allow for much freedom of expression in the public domain. Government, especially the head of government, the president, exercises an important role over the social, economic, and political life of the Indonesian people. This question is asked in the unit: if the political and legal structure of a country does contain some mechanism like the First Amendment that is designed to protect the rights of the individual vis a vis the government, how pervasively can that government permeate the social and economic life of its citizens? The unit is very skill oriented, using the cooperative learning approach as much as possible.

Learning objectives include: (1) analyze the First Amendment of the Bill of Rights; (2) analyze political cartoons; (3) analyze editorials; (4) analyze news articles; (5) hypothesize about social, political, and economic conditions in Indonesia; and (6) compare and contrast the different societies, the United States and the Republic of Indonesia. Procedures for using the unit are suggested. Handouts include U.S. political cartoons, an interview with an Indonesian newspaper editor, newspaper and magazine articles, and questions for students. (DK)

ED363525

Business and Professional Women's Foundation.

CRIME OF POWER, NOT PASSION: SEXUAL HARASSMENT IN THE WORKPLACE.

Washington, DC: Business and Professional Women's Foundation, April 1992, 11p.

Available From: Business and Professional Women's Foundation, 2012 Massachusetts Avenue, N.W., Washington, DC 20036.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; District of Columbia

Descriptors: *Employed Women; Labor Conditions; Law Related Education; Organizational Climate; *Sex Discrimination; *Sexual Harassment; Social Change; Supplementary Reading Materials; Vocational Education; Womens Education; *Work Environment

Identifiers: Civil Rights Act 1991

This paper focuses on the problem of sexual harassment in the workplace. The legal definition of sexual harassment as drawn up by the Equal Employment Opportunity Commission is: "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that are explicitly or implicitly a term or condition of an individuals employment or are the basis for employment decisions." The document traces the history of sexual harassment as an issue in the courts. In 1986, the Supreme Court found that sexual harassment creates a hostile work environment and so is a violation of Title VII of the Civil Rights Act. By 1991, the Court had established that the question of harassment must be viewed from the perspective of a reasonable "woman" rather than a reasonable "person", since men, who are rarely victims of sexual assault, may lack the ability to perceive the underlying threats that a woman may perceive. A "box" showing how women respond to harassment in which behaviors are listed under "internal" and "external" focus is included. A graph illustrates the steps involved in filing a discrimination charge with the Equal Employment Opportunity Commission (EEOC). The overwhelming majority of victims of sexual harassment are unwilling to file claims because they fear that this will simply lead to more trouble. Victims sometimes accept sexual harassment as part of the cost of doing business. Fear of not being believed, an unwillingness to open up one's personal life to public scrutiny, and possible harm to one's career all figure in the decision not to pursue action against a harasser. Ways in which women can eliminate sexual harassment are suggested; they include working for effective legal remedies, increasing communication in the workplace, and educating the employer about the real cost of sexual harassment in the workplace. (DK)

ED364462

Constitutional Rights Foundation.

THE DRUG QUESTION: THE CONSTITUTION AND PUBLIC POLICY, SECOND EDITION.

Los Angeles, CA: Constitutional Rights Foundation, 1991, 50p.

Sponsoring Agency: Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Contract No: 85-JS-CX-0007

Available From: Constitutional Rights Foundation, 601 S. Kingsley Drive, Los Angeles, CA 90005.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; California

Target Audience: Teachers; Practitioners

Descriptors: *Civil Liberties; Constitutional Law; *Drug Abuse; Elementary Secondary Education; Law Enforcement; *Law Related Education; *Policy Formation; Problem Solving; *Public Policy; Social Problems; Social Studies; Units of Study

This document presents a series of lesson plans on the subject of illegal drugs. Each lesson plan includes readings, discussion questions, and other activities that teachers can use to help students understand the problems surrounding drugs and to work toward solutions. Units include: (1) "Problems and Proposals"; (2) "Assessing Public Opinion: Views You Can Use"; (3) "Fourth Amendment and the Exclusionary Rule"; (4) Drugs and the Courts: Applying the Exclusionary Rule"; (5) The State Legislative Process: Formalizing Policy through Law"; and (6) "Making Public Policy Work: The Community and the Individual." A glossary explains 26 relevant terms from the readings. (SG)

ED366517

Constitutional Rights Foundation.

SPORTSMANSHIP.

Los Angeles, CA: Constitutional Rights Foundation, *CRF Sports and the Law* 7 (Spring 1993), 10p.

Available From: Constitutional Rights Foundation, 601 South Kingsley Dr., Los Angeles, CA 90005.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: SERIAL (022)

Geographic Source: U.S.; California

Target Audience: Students

Descriptors: Athletes; *Athletics; Citizenship Education; Elementary Secondary Education; *Law Related Education; Self Control; Social Studies; Sport Psychology; *Sportsmanship; *Values

Identifiers: Ashe (Arthur); McSorley (Marty)

This publication is part of the Sports and the Law program sponsored by the Constitutional Rights Foundation. The program draws on young people's natural interest in sports to stimulate their involvement in education, and provides teacher training, lesson plans, a textbook and accompanying videotape, an annual conference, and classroom visits by sports and legal professionals. This issue contains four articles examining problems that athletes and others involved in sports are having following the laws and rules governing sports. The first article, "A Dangerous Game," discusses the positive and negative aspects of sports. The article suggests that it is difficult to identify at what point sports norms like "a quest for excellence" and "go for it" stop encouraging individual achievement and self esteem, and begin motivating athletes to act selfishly and take whatever measures are necessary to excel, regardless of the costs. The second article is an interview with Los Angeles Kings hockey player Marty McSorley. In the interview, teamwork, sportsmanship, and the spirit of competition are discussed. The third section is a collection of five photographs taken at the 1993 Sports and the Law Conference. The fourth article, "Coach's Column" (Andy Schwich), discusses Arthur Ashe and his contributions to sports oriented civic participation, the basis of sports and the law. Ashe represented equal opportunity for participation and fair competition, following the rules of the game, and dignity. He exemplified what the positive aspects of sports in life should be. The issue also contains questions for discussion and announcements of a series of lesson plans and an essay contest devoted to sports and the law. (DK)

ED366524

Crosby, Mary Neil.

A REVIEW OF INNOVATIVE APPROACHES TO LRE. TECHNICAL ASSISTANCE BULLETIN NO. 4.

Chicago, IL: American Bar Association, Special Committee on Youth Education for Citizenship, 1991, 6p.

Sponsoring Agency: Department of Education, Washington, DC.

Contract No: G008745280

Available From: American Bar Association, Special Committee on Youth Education for Citizenship, 541 Fairbanks, Chicago, IL 60611-3314.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Illinois

Target Audience: Teachers; Practitioners

Descriptors: Citizenship Education; *Computer Uses in Education; Curriculum Enrichment; *Drama; Drama Workshops; Elementary Secondary Education; Experiential Learning; *Law Related Education; *Learning Activities; School Community Relationship; Social Studies; Surveys; Teaching Methods; Writing Workshops

Identifiers: *Project Inside Out; *Project PATCH

This bulletin discusses some non-traditional teaching vehicles such as plays, computers, and "learning by doing" projects, used to heighten student interest in law-related education (LRE) by offering students unique experiences in a variety of settings. Four plays that have been developed or sponsored by local bar associations include: (1) "Vote is a Four Letter Word," a one woman show tracing the origins of the voting right, from America's first legislative assembly in 1619 to the ratification of the 26th Amendment that reduced the voting age to 18 in 1971; (2) "The Kingdom v. Jack Spriggins," based on the "Jack and the Beanstalk" fairy tale in which students make up the jury at Jack's trial for murder, kidnapping, and theft; (3) "Rumpelstiltskin v. the Queen," based on the Rumpelstiltskin fairy tale; and (4) "The Trial of William Penn," set in England in the last 17th century, and based on the trial of William Penn and William Mead. A law-related education program, also described, includes skits, three videotapes, and a program that explores the U.S. election system and gives students an opportunity to see how the electoral process works. Hands-on projects that are discussed include "Project Inside Out, a theater project that allows adolescents to experience what it feels like to be in jail; a constitutional writing camp in which students pretend to be colonists in a space colony; and Project PATCH ideas such as a student bill of rights and an international law project. Computer uses in education are discussed. (DK)

ED365605

Gallagher, Arlene, and others.

SURE-FIRE PRESENTATIONS. BAR/SCHOOL PARTNERSHIP PROGRAMS. REVISED.

Chicago, IL: American Bar Association, Special Committee on Youth Education for Citizenship, 1993, 25p.

Sponsoring Agency: Department of Education, Washington, DC.

Contract No: S123A10055

Available From: American Bar Association, Special Committee on Youth Education for Citizenship, 541 North Fairbanks Court, Chicago, IL 60611-3314.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: COLLECTION (020); TEACHING GUIDE (052)

Geographic Source: U.S.; Illinois

Target Audience: Teachers; Practitioners

Descriptors: *Citizenship Education; *Community Involvement; Court Litigation; Curriculum Enrichment; Elementary Secondary Education; *Law Related Education; *Lawyers; *Learning Activities; Legal Problems; School Business Relationship; Social Studies; Student Motivation; Teaching Methods; *Units of Study

Identifiers: American Bar Association; *Law Day

This publication is intended for K-12 educators who are new to law-related education (LRE) or for lawyers who plan to make a presentation about the law to an elementary or secondary level class. Each of the 9 lessons engage students in active learning, inspires high levels of interest, and can be completed in one class session (about 45 minutes). Topics for the lessons include: dispute resolution, teaching about contracts, interpreting law, why we have rules, small claims court, search and seizure, and balancing power and liberty. Each lesson indicates grade level and explains activities in detail. Also included are guidelines for preparing the lessons and holding the students' interest.

ED360238

Gallagher, Arlene F., ed.

ACTING TOGETHER. READERS THEATRE: EXCERPTS FROM CHILDREN'S LITERATURE ON THEMES FROM THE CONSTITUTION.

Boulder, CO: Social Science Education Consortium, Inc., 1991, 123p.

Sponsoring Agency: Commission on the Bicentennial of the United States Constitution, Washington, DC.

ISBN: 0-89994-363-2

Available From: Social Science Education Consortium, 3300 Mitchell Lane, Suite 240, Boulder, CO 80301-2272.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: CREATIVE WORK (030); INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052)

Geographic Source: U.S.; Colorado

Target Audience: Students; Teachers; Practitioners

Descriptors: *Childrens Literature; Citizenship Education; *Constitutional History; *Constitutional Law; Elementary Education; Law Related Education; Learning Activities; *Readers Theater; *Social Studies

Identifiers: *United States Constitution

This book includes "[a] collection of excerpts from children's literature on themes related to the United States Constitution scripted in Readers Theatre format for elementary school students." It is based upon the belief that an integrated curriculum that correlates content and skills is most appropriate at the elementary level. It contains scripts of stories that reflect constitutional principles and concepts with which the classroom teacher can infuse the study of the U.S. Constitution into the existing curriculum. Teaching is most effective when based on strategies that are characterized by student involvement and participation. This is especially important in citizenship education because students are unlikely to learn to become participating citizens if they only listen to instruction or work independently. A goal of this collection is to develop the child's ability to see more than one side or point of view regarding an issue or problem. The pieces are divided into the three sections. Those in the first section teach that choices have consequences. The second section deals with the rights of others. The final section works with the issue of developing a spirit of community in a country that values and celebrates individualism. The three scripts in this section explore how people treat each other and work together in a community. Issues include discrimination, problem solving, and taking care of each other. Advice on how to script a story is provided. The works are presented to be read in the form of a readers' theater, rather than to be performed as a skit or play. (DK)

ED365606

Greenawald, Dale.

LAW DAY PARTNERSHIPS. BAR/SCHOOL PARTNERSHIP PROGRAMS.

Chicago, IL: American Bar Association, Special Committee on Youth Education for Citizenship, 1990, 9p.

Sponsoring Agency: Department of Education, Washington, DC.

Contract No: G008510131

Available From: American Bar Association, Special Committee on Youth Education for Citizenship, 541 North Fairbanks Court, Chicago, IL 60611-3314.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Illinois

Target Audience: Teachers; Practitioners

Descriptors: Citizenship Education; *Community Involvement; Court Litigation; *Curriculum Enrichment; Elementary Secondary Education; *Law Related Education; *Lawyers; Legal Problems; School Business Relationship; Social Studies; Units of Study

Identifiers: American Bar Association; *Law Day

Law Day is an annual event through which schools and communities commemorate the U.S. legal system. The observance provides an opportunity for schools and bar associations to educate youngsters about the role of law and lawyers in a democratic society. Such events can help generate interest for ongoing law-related education (LRE) programs in the schools, while fostering working relationships between schools, lawyers, judges, police, and other community resources. Such a program should begin with meetings among the participating parties, who should work together to develop lessons. Activities should offer students opportunities to interact with each other and with the resource people. Teachers should meet with the lawyers ahead of time to clarify teaching techniques and how the lesson fits into the curriculum. With advance planning, Law Day can evolve into law weeks, with many participants in the legal system taking part. A successful LRE program requires the support of school administrators and the local bar. Media coverage can also contribute to community support. A sample memo to principals and a school participation request form are included. (SG)

ED366425

Grossnickle, Donald R., and Ronald D. Stephens.

DEVELOPING PERSONAL AND SOCIAL RESPONSIBILITY. A GUIDE TO COMMUNITY ACTION.

Malibu, CA: National School Safety Center, 1992, 116p.

Sponsoring Agency: Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, DC.

Contract No: OJJDP-85-MU-CX-0003

ISBN: 0-932612-24-5

Available From: National School Safety Center, Pepperdine University, 24255 Pacific Coast Highway, Malibu, CA 90263, ($9).

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: BOOK (010); NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; California

Target Audience: Parents; Teachers; Practitioners

Descriptors: *Citizenship Education; Elementary Secondary Education; Integrity; Moral Development; Parent Child Relationship; Program Descriptions; Resource Materials; Self Esteem; *Social Responsibility; *Student Responsibility; Student School Relationship; *Values Education

Identifiers: Honesty; Program Characteristics

Noting that much is known about teaching and learning personal and social responsibility, but little is incorporated into the K-12 curriculum, this book is intended for parents and educators as a guide to helping children develop personal and social responsibility, especially as it relates to behavior in school. Part 1 of the book consists of five chapters: (1) "Making Responsibility Education a Priority at Home and School"; (2) "Teaching Responsibility"; (3) "Exploring the Meaning of Personal and Social Responsibility"; (4) "Setting Goals for Learning To Be Responsible"; and (5) "Parents and Schools: Co-Partners in Teaching Responsibility." Part 2 consists of one chapter that provides examples of model practices in teaching personal and social responsibility, while the single chapter that makes up Part 3 describes 16 exemplary programs, resources, and references for parents, schools and the community. Six appendixes contain a sample teaching unit from the Character Education Institute, a sample responsibility lesson from the Home School Institute, a description of a responsible student from a high school department, a letter from a teacher to parents on course responsibility, a sample parent-student handbook, and a list of responsibility-oriented elementary school behavioral expectations. (MDM)

ED369727

Hall, Kermit L.

THE POWER OF COMPARISON IN TEACHING ABOUT CONSTITUTIONALISM, LAW, AND DEMOCRACY.

1993, 24p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Oklahoma

Descriptors: Citizenship; *Citizenship Education; Civics; *Comparative Analysis; Constitutional Law; *Cross Cultural Studies; Democracy; Federal Legislation; Global Approach; *Government Role; *International Studies; *Law Related Education; Public Affairs Education; Secondary Education; Social Studies

Identifiers: United States Constitution

Promoting change in civic education means rethinking what are the important aspects to teach about the Constitution, law, and democracy to equip students to be effective and affective citizens. The scope of instruction needs to broaden to include specific comparisons between the U.S. federal system of law and constitutionalism with counterparts in other nations. The comparative approach offers three functions: (1) creates an awareness of alternatives; (2) allows students to test the relative impact of various social, economic, demographic, political, or intellectual factors on the form of different nation's civic cultures; and (3) permits students to identify common patterns of action and behavior. A discussion of various constitutions and laws provides examples to learn about the advantages and limitations of the U.S. Constitution, law, and policy. The examples show the unique aspects of the U.S. Constitution and law, gives meaning to concepts of globalization, internationalization, and multiculturalism, and provides opportunities to appreciate others. Two proposals promote a modest and a radical view on instruction: (1) the modest proposal combines the multicultural emphasis to a broadened vision of cross-cultural and international studies of law and law-related subjects; and (2) the radical proposal adopts a strongly thematic and value-based approach that would look less at understanding the system and more on appreciating the values embodied in that system. (CK)

ED369700

Isaac, Katherine.

CIVICS FOR DEMOCRACY: A JOURNEY FOR TEACHERS AND STUDENTS.

Washington, DC: Center for Study of Responsive Law, 1992, 390p.

ISBN: 0-936758-32-5

Available From: Essential Books, P.O. Box 19405, Washington, DC 20036, ($17.50).

Document Not Available from EDRS.

Language: English

Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052); BOOK (010)

Geographic Source: U.S.; District of Columbia

Target Audience: Students; Teachers; Practitioners

Descriptors: Activism; *Citizen Participation; *Citizen Role; *Citizenship; *Citizenship Education; *Citizenship Responsibility; *Civics; Civil Rights; Community Change; Community Responsibility; Critical Thinking; Democracy; Instructional Materials; Law Related Education; Secondary Education; Social History; Social Studies; Student Participation; Student Projects; United States History

Intended to help students learn that citizenship involves more than freedom and liberties, this book encourages students to participate in their schools and communities, to study the long tradition of citizen action in the United States, and to practice citizenship skills. Section 1 provides seven profiles of students who have worked to make positive change. Section 2 offers a history of five citizen movements: (1) civil rights; (2) labor; (3) women's rights; (4) consumer; and (5) environmental. These citizen movements show students how people have created change over the course of U.S. history. Section 3 presents 12 techniques for participation that citizens throughout U.S. history have used and continue to use to affect change. Section 4 describes 10 projects that students can undertake within the school or in the community to practice problem solving. In addition, 75 student activity ideas provide options for students to decide issues in their schools and communities they want to resolve. An extensive resource section lists citizens groups, publications, teaching materials, and videos. (CK)

ED364463

Koprowski-Moisant, Jane.

BAR ASSOCIATION DATABASE CONTINUES TO GROW. TECHNICAL ASSISTANCE BULLETIN NO. 10.

Chicago, IL: American Bar Association, Special Committee on Youth Education for Citizenship, 1993, 6p.

For other items in the series, see ED 349 254, ED 332 881, ED 318 651, and ED 314 310.

Sponsoring Agency: Department of Education, Washington, DC.

Contract No: S123A00068

Available From: American Bar Association Special Committee on Youth Education for Citizenship, 541 N. Fairbanks Court, Chicago, IL 60611-3314.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); RESEARCH REPORT (143)

Geographic Source: U.S.; Illinois

Target Audience: Teachers; Practitioners

Descriptors: Curriculum Development; *Educational Resources; Elementary Secondary Education; Financial Support; *Law Related Education; *Lawyers; *Learning Activities; Programs; Resource Materials; School Community Relationship; Student Responsibility; *Student Rights; Surveys; Teacher Education

Identifiers: *Bar Associations

As part of the American Bar Association's Special Committee on Youth Education for Citizenship's efforts to assist in the establishment and maintenance of law-related education (LRE) projects in every state and local bar association, surveys were mailed to the associations. The results of the survey showed that 49 state bar associations and 133 local bar associations reported conducting law-related education activities. This document summarizes what the bars are doing, how they are staffed and funded, and what kinds of materials they provide to educate young people about the bar. The bulletin provides an overview of what is possible when lawyers and educators collaborate. More than half of the state bar associations reported having at least one staff person designated to be responsible for law-related education activities. Some of the major functions carried out by the staff are the development of curriculum materials or assignment of topics to members of the bar; providing lawyer volunteers for classroom teachers; setting up mock trial programs or competitions; and conducting court visitation programs. The most popular activities for bar associations are the mock trial programs and the lawyer in the classroom programs. Developing effective LRE resource materials and curriculum requires two kinds of expertise. Knowledge of substantive and procedural law assures accuracy, but must be coupled with educational know-how if complex legal concepts are to be translated into a language young people can understand. Both lawyers and teachers must work cooperatively to combine the expertise of the two disciplines. (DK)

ED363526

Leming, Robert S.

TEACHING ABOUT THE FOURTH AMENDMENT'S PROTECTION AGAINST UNREASONABLE SEARCHES AND SEIZURES. ERIC DIGEST.

Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education, May 1993, 4p.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

Contract No: RI88062009

Report No: EDO-SO-93-4

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: ERIC PRODUCT (071)

Geographic Source: U.S.; Indiana

Target Audience: Teachers; Practitioners

Descriptors: *Constitutional History; *Constitutional Law; *Law Related Education; Secondary Education; Social Studies; *Teaching Methods; *United States History

Identifiers: Bill of Rights; ERIC Digests; *Fourth Amendment; United States Constitution

This digest discusses issues related to teaching about the Fourth Amendment of the U.S. Constitution. It begins by quoting the amendment that protects citizens of the United States against unreasonable searches and seizures, and goes on to discuss how the understanding and interpretation of the amendment have been influenced by historical events, technological inventions, and changes in thinking. The first section, on understanding and interpreting searches and seizures, outlines the development of the Supreme Court's interpretation through cases decided from 1886 through Katz v. United States, decided in 1967. The telephone, microphone, and instantaneous photography are examples of technological advances that changed the interpretation of the law.

The second section explores the meaning of "unreasonable" in the Fourth Amendment. The discussion explains that it was in two cases, Weeks v. United States, decided in 1914, and Mapp v. Ohio, 1961, that the Court argued that evidence gathered in an illegal manner, without probable cause or without a search warrant, should be excluded from court proceedings. Various methods are suggested for teaching the Fourth Amendment. They include: the case study method; a moot court in which students participate as petitioners, respondents, and justices; a simluated congressional hearing; and scripted trials. The paper lists the following steps for teaching the case study method: (1) review the facts in the case; (2) determine the main constitutional issue in the case; (3) examine alternative arguments on each side of the issue in the case; (4) consider the decision (both the majority opinion and any dissenting opinions), and the legal reasoning in the case; and (5) assess the implications and significance of the case in constitutional history. (DK)

ED363579

Maryland State Bar Association.

SHAPING AMERICAN DEMOCRACY: U.S. SUPREME COURT DECISIONS. REVISED EDITION.

Baltimore, MD and Albany, NY: Maryland State Bar Association, Baltimore.; Maryland State Dept. of Education, Baltimore.; New York State Bar Association; New York State Education Dept., 1990, 126p.

Prepared by the Citizenship Law-Related Program for the Schools of Maryland, Inc. of the Maryland State Bar Association and the Maryland State Education Department and the Law, Youth and Citizenship Program of the New York State Bar Association and the New York State Education Department.

Available From: Law, Youth, and Citizenship Program, New York State Bar Association, One Elk Street, Albany, NY 12207.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type:LEGAL MATERIAL(090); TEACHING GUIDE(052); RESEARCH REPORT (143)

Geographic Source: U.S.; Maryland

Target Audience: Teachers; Students; Practitioners

Descriptors: *Civil Liberties; *Constitutional Law; Content Analysis; *Court Litigation; Elementary Secondary Education; *Law Related Education; Social Studies; Textbook Research; *United States Government (Course); Units of Study

Identifiers: *Supreme Court; *United States Constitution

This resource guide has been designed to assist teachers and students in the study of key U.S. Supreme Court cases. Each of the 93 cases listed includes a presentation of the facts, issue, and decision of the Court. Twenty-five commonly used textbooks were analyzed to determine the extent to which they cited the Supreme Court cases. No text cited all of the cases, and some of the cases were not cited at all. References varied from simple references to more complete discussions; the textbooks discussed few cases in full. To assist teachers, the first section of this guide is a table that indicates which cases are cited in which textbooks. Cases are grouped by topic, e.g., Constitution; Civil Rights/Discrimination, Freedom of Expression, etc. The second section contains a bibliography of coded textbooks. The third section provides a brief synopsis of the cases. Because of the topical arrangement, teachers or students can review preceding or following cases to consider changes in precedents and gain a quick reference for further legal research. The fourth section includes strategies and activities highlighting the case study method. Appendices include a table of cases, a copy of the complete U.S. Constitution, and a glossary of terms. (SG)

ED360240

Miller, Barbara, and Lynn Parisi.

INDIVIDUAL RIGHTS IN INTERNATIONAL PERSPECTIVE: LESSONS ON CANADA, MEXICO, JAPAN, AND NIGERIA.

Boulder, CO: Social Science Education Consortium, Inc., 1992, 250p.

Project name: "The Ideas and Ideals of the Bill of Rights Around the World".

Sponsoring Agency: Commission on the Bicentennial of the United States Constitution, Washington, DC.

ISBN: 0-89994-367-5

Available From: Social Science Education Consortium, 3300 Mitchell Lane, Suite 240, Boulder, CO 80301-2272.

EDRS Price - MF01/PC10 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Colorado

Target Audience: Teachers; Practitioners

Descriptors: *Citizenship Education; Civil Rights; *Constitutional Law; Cross Cultural Studies; Foreign Countries; *History Instruction; International Relations; Secondary Education; *Social Influences; Social Studies

Identifiers: *Bill of Rights; Canada; Japan; Mexico; Nigeria

The role of the U.S. Constitution as a model for an influence on the establishment of governments in other nations offers an effective vehicle for expanding education about this nation's civic values, rights, and responsibilities. By studying how the ideas and principles of the U.S. Constitution and the Bill of Rights have been adopted, adapted, and integrated into the political and social systems of other nations, under what circumstances these ideas have been transported and adopted successfully, and under what circumstances they have failed, students can gain insight into the Constitution and Bill of Rights, thereby developing a fuller appreciation of their own democratic tradition, and of the rights and responsibilities of U.S. citizenship. This work consists of a series of 31 lesson plans with handouts. The section dealing with Canada focuses not on the obvious similarities between Canada and the United States, but with the differences. The section on Mexico emphasizes that an important part of cross cultural understanding is recognizing the differing perceptions of the role of law in society. The similarity of the U.S. and Mexican constitutions is compared to the enormous differences in history and culture. The section on Japan seeks to provide a historical context for analyzing the Meiji and Showa constitutions, and to help students recognize the importance of culture in shaping both the description and actual practice of government. The section on Nigeria provides a background in the ways some traditional cultures of Nigeria viewed the concept of rights. (DK)

ED361265

Miller, Barbara, and Lynn Parisi.

TEACHING ABOUT LAW AND CULTURES: JAPAN, SOUTHEAST ASIA (HMONG), AND MEXICO.

Boulder, CO: Social Science Education Consortium, Inc., 1992. 203p.

Sponsoring Agency: Department of Education, Washington, DC.

Contract No: S123A88007-90

ISBN: 0-89994-366-7

Available From: Social Science Education Consortium, Inc., 3300 Mitchell Lane, Suite 240, Boulder, CO 80301-2272.

EDRS Price - MF01/PC09 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Colorado

Target Audience: Teachers; Practitioners

Descriptors: Area Studies; Cross Cultural Studies; *Cultural Awareness; *Cultural Differences; *Cultural Pluralism; Culture; Ethnic Groups; Foreign Countries; *Hmong People; Immigrants; Instructional Materials; Japanese Americans; *Law Related Education; Mexican Americans; Mexicans; Secondary Education

Identifiers: Asia (Southeast); *Japan; *Mexico

To meet the needs of students who are Asian and Hispanic refugees, as well as the needs of a democratic society, teachers must be able to teach effectively an understanding and appreciation of the U.S. legal and judicial system while acknowledging, responding to, and integrating the cultural backgrounds and experiences of a diverse student population. This program is the result of a statewide program to develop, test, and train teachers in an innovative approach to law-related education that integrates the teaching of law and culture. The program focused on materials, strategies, teacher training, and community partnerships for teaching law-related education through an exploration of law and culture in the United States and three societies strongly represented in Colorado's population: Mexico, Japan, and Southeast Asia (Hmong). An outline is included to be used as a structural framework to guide the analysis of legal systems. Areas for consideration include the concept, purpose, and source of law in the culture, the judicial structure, the role of the cultural economic philosophy with regard to the formal legal system, and specific applications of the law. Lessons include objectives, handouts to be used, activities, and teacher background information. Units concentrate on history, geography and map skills, cultural differences and customs, and how ethnic customs should be viewed and treated in court when they conflict with federal or state laws. Units on Mexico cover the legal and political history of that country. Immigration is examined from Mexican and U.S. views. (DK)

ED368885

Molek, Carol.

STUDENT LEGAL ISSUES. FINAL REPORT.

Lewiston, PA: TIU Adult Education and Job Training Center, 30 June 1993, 365p.

Sponsoring Agency: Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

Contract No: 99-3031

EDRS Price - MF01/PC15 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); TEACHING GUIDE (052)

Geographic Source: U.S.; Pennsylvania

Descriptors: *Adult Education; Civil Law; Consumer Protection; Inservice Education; *Law Related Education; Laws; *Legal Problems; Program Development; Program Implementation; *Staff Development; Workshops

Identifiers: 353 Project

This report describes a project designed to educate adult education staff on legal issues that affect students so that staff could instruct and support students on the problems they faced. Staff were trained to help students recognize which problems they could handle and which required professional legal consultation. Six workshops (3 hours each) were presented on these legal issues, which were identified as areas of need: family law; housing law; public benefits; health law; consumer law; and employment law. Over 20 adult educators and literacy providers attended each workshop. A training packet was developed as a prototype for inservice training elsewhere. In addition, three student workshops were offered. The 14-page report is accompanied by appendixes that contain the following: public relations/publicity materials and communications dealing with staff development and student workshops; staff development and student workshop evaluations; and all training materials in reproducible form for the staff development workshops on all 6 issues and student workshops on benefits, family law, and housing law. These workshop materials include content outlines, handouts, and sample forms. (YLB)

ED368583

North Dakota State Dept. of Public Instruction.

PARTICIPANT GUIDE TO CLOSE UP NORTH DAKOTA.

Bismarck, ND: North Dakota State Dept. of Public Instruction, 1992, 116p.

Sponsoring Agency: Amoco Foundation, Inc., Chicago, IL.; Burger King Corp., Miami, FL.; Close Up Foundation, Arlington, VA.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052)

Geographic Source: U.S.; North Dakota

Government: State

Target Audience: Students; Teachers; Practitioners

Descriptors: *Citizenship Education; *Democracy; Law Related Education; Learning Activities; Secondary Education; Social Studies; *State Government; *Student Participation

Identifiers: *North Dakota; *North Dakota Close Up

This document is the 1992 guide for student participants in the Close Up program in North Dakota. The program is described as a citizenship learning adventure in which students are provided with opportunities to meet the state's leaders. In this program issues are covered from different sides, seminars provide detailed information, and meetings and discussion groups permit students to share ideas and gain new perspectives. In the program students learn about the political process by focusing on the executive branch of the state government. They get the chance to apply skills such as decision making, debating, and public speaking. This document is divided into five sections. The first is an introduction that includes a profile of the national Close Up program, descriptions of learning activities such as a trip to the nation's capital, and a citizen bee. The overview and goals of the North Dakota program, a map of the ground floor of the state capital, a directory of executive agency offices, and a program evaluation are included. The second section is the student guide. It includes information on planning for the state Close Up experience, student participant guidelines, how to prepare questions, and suggestions for corresponding with government officials. The third section describes the executive branch of the state government in detail. Thirteen specific positions and the office holder at the time are described. Section four describes boards and commissions. Section five consists of miscellaneous information about special interest groups, media issues, election of candidates, and open records and meetings. (DK)

ED364451

Office of Public Programs.

"THE BLUEPRINT OF DEMOCRACY": THE UNITED STATES CONSTITUTION.

Washington, DC: National Archives and Records Administration, Washington, DC, 1993, 10p.

For related documents, see SO 023 393-400.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; District of Columbia

Government: Federal

Target Audience: Teachers; Practitioners

Descriptors: *Constitutional History; Elementary Secondary Education; Field Trips; *History Instruction; Law Related Education; Learning Activities; *Primary Sources; *Public Agencies; Resource Materials; Social Studies; *United States History

Identifiers: *National Archives DC; *United States Constitution

This publication is intended for teachers bringing a class to visit the National Archives in Washington, DC, for a workshop on primary documents. The National Archives serves as the repository for all federal records of enduring value. Primary sources are vital teaching tools because they actively engage the student's imagination so that he or she may visualize past events and make sense of their reality and meaning. This publication concerns a workshop on the U.S. Constitution. In addition to historical information on the U.S. Constitution, background on two documents involved in the workshop—George Washington's copy of the first draft of the Constitution and the 19th Amendment—is included. Photographs of these two documents as well as two student exercises also are provided. (DB)

ED364450

Office of Public Programs.

THE CHARTERS OF FREEDOM: THE BILL OF RIGHTS.

Washington, DC: National Archives and Records Administration, 1993, 10p.

For related documents, see SO 023 393-400.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; District of Columbia

Government: Federal

Target Audience: Teachers; Practitioners

Descriptors: *Constitutional History; Elementary Secondary Education; Field Trips; *History Instruction; Japanese Americans; Law Related Education; Learning Activities; *Primary Sources; *Public Agencies; Resource Materials; Social Studies; *United States History; World War II

Identifiers: *Bill of Rights; *National Archives DC; United States Constitution

This publication is intended for teachers bringing a class to visit the National Archives in Washington, DC, for a workshop on primary documents. The National Archives serves as the repository for all federal records of enduring value. Primary sources are vital teaching tools because they actively engage the student's imagination so that he or she may visualize past events and make sense of their reality and meaning. This publication concerns the Bill of Rights to the U.S. Constitution. Historical information on the Bill of Rights as well as on the internment of Japanese Americans during World War II is included. A photograph of the Bill of Rights and a photograph of persons of Japanese ancestry arriving at an internment center during World War II are included, as are two student exercises. (DB)

ED364452

Office of Public Programs.

"OUR LIVES, OUR FORTUNES, AND OUR SACRED HONOR." THE DECLARATION OF INDEPENDENCE.

Washington, DC: National Archives and Records Administration, 1993, 10p.

For related documents, see SO 023 393-400.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; District of Columbia

Government: Federal

Target Audience: Teachers; Practitioners

Descriptors: Elementary Secondary Education; Field Trips; *History Instruction; Law Related Education; Learning Activities; *Primary Sources; *Public Agencies; Resource Materials; *Revolutionary War (United States); Social Studies; *United States History

Identifiers: *Declaration of Independence; *National Archives DC

This publication is intended for teachers bringing a class to visit the National Archives in Washington, DC, for a workshop on primary documents. The National Archives serves as the repository for all federal records of enduring value. Primary sources are vital teaching tools because they actively engage the student's imagination so that he or she may visualize past events and make sense of their reality and meaning. This publication concerns a workshop on the Declaration of Independence. In addition to the historical information on the Declaration, background on two documents involved in the workshop—the painting, "The Presentation of the Declaration," by Barry Faulkner, and the Dunlap Broadside (the first printed copy of the Declaration of Independence)—is included. Photographs of these two documents as well as two exercises for students also are provided. (DB)

BEST COPY AVAILABLE

ED364478

Pasquerella, Lynn.

THE DEATH PENALTY IN THE UNITED STATES. PUBLIC TALK SERIES.

Pomfret, CT: Topsfield Foundation, Study Circles Resource Center, July 1991, 50p.

For other items in the series, see SO 023 604-609.

Available From: Study Circles Resource Center, P.O. Box 203, Pomfret, CT 06258 ($2).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Connecticut

Target Audience: Teachers; Community; Practitioners

Descriptors: Adult Education; *Citizenship Education; Course Content; Criminals; *Discussion Groups; Ethical Instruction; Law Related Education; Leaders Guides; Political Issues; *Punishment; *Sentencing; *Social Problems

Identifiers: *Capital Punishment; *Study Circles

This program guide provides the information a study circle will need to discuss the death penalty. It offers a balanced, nonpartisan presentation of a spectrum of views. The four positions and the supporting material are designed for use in a single-session program of approximately 2 hours. The four positions are as follows: (1) the death penalty should be abolished because it is cruel and unusual; (2) the death penalty should be abolished because it is unjustly applied; (3) the death penalty should be retained because justice requires it; and (4) the death penalty should be retained and made easier to implement because it serves a useful purpose. Participant materials include a framework for discussion, the legal background, summary of the four positions, an examination of the positions with underlying principles and assumptions (rejoinders in italics), and background reading. The materials provided for the leader's use include suggestions for leading this discussion, suggested discussion questions, and general suggestions for leading a study circle. Other contents include suggestions for participants and a follow-up form. (YLB)

ED368670

Patrick, John J.

THE YOUNG OXFORD COMPANION TO THE SUPREME COURT OF THE UNITED STATES.

New York: Oxford University Press, 1994, 368p.

ISBN: 0-19-507877-2

Available From: Oxford University Press, Inc., 200 Madison Avenue, New York, NY 10016.

Document Not Available from EDRS.

Language: English

Document Type: HISTORICAL MATERIAL (060); INSTRUCTIONAL MATERIAL (051); BOOK (010)

Geographic Source: U.S.; New York

Target Audience: Students

Descriptors: Constitutional History; *Constitutional Law; *Court Judges; *Court Litigation; Court Reporters; Courts; Elementary Secondary Education; Justice; *Law Related Education; *United States History

Identifiers: *Supreme Court

This book, intended for juveniles and young students, provides an encyclopedic collection of reference information about the U.S. Supreme Court. The articles are arranged alphabetically to aid in looking up words, ideas, or names. Lists of "see also" entries are located at the end of articles to refer the reader to related subjects. The book includes biographical sketches of all 107 justices of the Supreme Court, detailed discussions of 100 of the most historically significant cases decided by the Supreme Court, articles that define and discuss concepts central to the meaning of constitutionalism in the United States and decision-making by the court, legal terms and phrases associated with the Court's operation, procedures and practices in the daily operations of the court, essays on key topics and issues in U.S. constitutional law, excerpts from notable Supreme Court opinions, and tables of milestone cases in the development of constitutional law. Essays on current constitutional issues include abortion rights, affirmative action, censorship, school prayer, libel, and employment discrimination. Other essays illuminate procedural topics such as the right to trial, right to counsel, and protection against self-incrimination. The articles demonstrate the relationships of the Court to the lives and concerns of individuals in U.S. society. Two appendices are included. The first gives the terms of the justices of the U.S. Supreme Court. The second describes visiting the Supreme Court Building and includes a floor plan indicating the parts of the building that are open to the public. The volume is illustrated with photographs throughout. (DK)

ED362656

Patton, Jan.

LEGAL ADMINISTRATIVE SYSTEMS. CURRICULUM GUIDE.

Commerce, TX: East Texas State University, Commerce. Educational Development and Training Center, 1992, 109p.

Sponsoring Agency: Texas Education Agency, Austin.

Available From: Educational Development and Training Center, East Texas State University, Commerce, TX 75429 (order no. BO-112-CG: $15).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Texas

Target Audience: Teachers; Practitioners

Descriptors: Academic Education; Behavioral Objectives; *Competence; Competency Based Education; Course Content; Educational Resources; High Schools; *Integrated Curriculum; Interdisciplinary Approach; *Law Related Education; Lesson Plans; Mainstreaming; *Office Occupations Education; Special Education; State Curriculum Guides; Teaching Methods; Vocational Education

Identifiers: Texas

This curriculum guide provides materials for teachers to use in developing a course in legal administrative systems. Following an introductory section that lists the common essential elements of the course, the guide contains six sections that cover the following course topics: (1) introduction to legal administrative systems; (2) word processing; (3) effective communication; (4) information management and control; (5) operating office equipment; and (6) closure of legal administrative systems. Each section contains a competency matrix for domains and basic skills and one or more units each containing a lesson plan, a content outline, and teaching suggestions. Four appendixes contain the following: names and addresses for 48 publishers, 129 computer software vendors, 5 microcomputer directories, 14 electronic information services, 90 magazines, periodicals, newsletters, and journals; 5 services and reports, and 24 professional organizations; a course competency checklist; a suggested equipment list; and suggestions for modifying the course for students with special needs. (KC)

ED367084

Routier, Wanda J.

IMPROVING LEGAL LITERACY FOR SECONDARY LEVEL STUDENTS WITH DISABILITIES THROUGH TEACHER TRAINING USING THE AMERICANS WITH DISABILITIES ACT.

Nova University, 9 Sep 1993, 170p.; Ed.D. Practicum Report.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Descriptors: Civil Rights; *Civil Rights Legislation; Curriculum Development; *Disabilities; Equal Opportunities (Jobs); Federal Legislation; Information Centers; *Inservice Teacher Education; *Law Related Education; Secondary Education; Teaching Methods; *Teaching Models

Identifiers: *Americans with Disabilities Act 1990; *Legal Literacy

This practicum was designed to develop a national teacher training model giving special education professionals at eight sites the background, understanding, materials, and support necessary to teach secondary students with disabilities about their rights, responsibilities, and opportunities under the Americans with Disabilities Act (ADA). Teachers participated in two national training conferences, taught an ADA curriculum specifically written for students with disabilities, and developed future classroom plans. Implementation of the practicum involved conducting the training, writing an implementation guide for the training model, writing the ADA curriculum, conducting site visits, developing the ADA Clearinghouse and Teacher Resource Center, compiling an ADA resource packet, and assisting teachers with overall guidance. Analysis of program evaluation data revealed that teachers increased their ADA knowledge as a result of the training model. A comparison of students' pretest and posttest scores showed increased knowledge about the law and the ADA after students (n=53) participated in the law-related instructional program. An appendix contains a 90-page training model implementation guide, with information and resource documents on planning training, training components, teacher training, student instruction, and program evaluation. The implementation guide provides a conference checklist, student questionnaire, teacher questionnaire, student portfolio criteria, and many other resource materials. (Contains 34 references.) (JDD)

ED363537

Ryan, John Paul, ed.

TEACHING ABOUT CRIME AND PUNISHMENT.

Chicago, IL: American Bar Association, Commission on College and University Nonprofessional Legal Studies, *Focus on Law Studies* 8 (Spring 1993): 1-12.

Available From: American Bar Association, Commission on College and University Legal Studies, 541 North Fairbanks Court, Chicago, IL 60611-3314.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: SERIAL (022); TEACHING GUIDE (052)

Geographic Source: U.S.; Illinois

Target Audience: Teachers; Practitioners

Descriptors: *Crime; *Criminal Law; *Criminology; *Feminism; Higher Education; *Law Related Education; Learning Activities; Learning Strategies; Liberal Arts; *Social Control; *Social Theories; Teaching Methods

Identifiers: Active Learning

This issue of a newsletter from the American Bar Association emphasizes teaching about crime and punishment. The first article offers an overview of the diversity and common assumptions that underpin the teaching of criminology. Student interest in crime and criminology creates an opportunity for instructors interested in challenging students' reproduction of commonplace but mistaken notions about the role of law in society. By using historical sources and case studies of legal invention, the instructor can make immediately problematic the legal status of an action as criminal. By placing the study of law within a comparative historical context, the instructor can focus on the creation of crime to analyze social structure and power in particular communities and states. Editor's notes include administrative news and a discussion on using active learning strategies in the classroom. This coordinates with the last article which offers a critique and alternative approach to moot court exercises. The second article provides an historical view of punishment practices and social control. The arguement is made that jails and prisons are being used more than ever, but control without confinement has been growing faster. The modernization of social control is marked by four changes: (1) subject of punishment shifted from the body to the soul, (2) regulation of punishment shifted from the community to the society, (3) target of punishment shifted from groups to individual, and (4) objective of punishment shifted from exile to normalization. The third article discusses why and how to incorporate feminist perspectives into the teaching of criminology. (DK)

ED365607

Ryan, John Paul, ed.

TEACHING ABOUT FAMILY LAW.

Chicago, IL: American Bar Association, Commission on College and University Nonprofessional Legal Studies, *Focus on Law Studies* 7 (Spring 1992): 14p.

Available From: American Bar Association, Commission on College and University Legal Studies, 541 North Fairbanks Court, Chicago, IL 60611-3314.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: SERIAL (022); COLLECTION (020)

Geographic Source: U.S.; Illinois

Target Audience: Teachers; Practitioners

Descriptors: *Citizenship Education; Curriculum Development; *Family Life; *Film Study; Higher Education; *Law Related Education; *Teaching Methods; Undergraduate Study

Identifiers: Court TV; *Family Law

This issue of "Focus on Law Studies" "contains a special emphasis on teaching about law and the family", in the form of the following three articles: "Teaching Family Law: Growing Pains and All" (Susan Frelich Appleton); "The Family Goes to Court: Including Law in a Sociological Perspective on the Family" (Mary Ann Lamanna); and Michael Grossberg's "Bringing the Legal History of the Family into the Classroom." There is an introduction to the topic and a 35-item combined bibliography of teaching family law. (SG)

ED365608

Ryan, John Paul, ed.

TEACHING ABOUT LAW AND LITERATURE.

Chicago, IL: American Bar Association, Commission on College and University Legal Studies.

Focus on Law Studies 9 (Fall 1993): 18p.

Available From: American Bar Association, Commission on College and University Legal Studies, 541 North Fairbanks Court, Chicago, IL 60611-3314.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: SERIAL (022); COLLECTION (020)

Geographic Source: U.S.; Illinois

Target Audience: Teachers; Practitioners

Descriptors: Business Administration Education; *Citizenship Education; Higher Education; *Interdisciplinary Approach; *Law Related Education; *Literary Genres; *Literature Appreciation; Popular Culture; Undergraduate Study; United States History

This issue of "Focus on Law Studies" contains a special emphasis on teaching about law and literature, in the form of the following six articles: "Law and Literature: New Combinations in Teaching" (John Paul Ryan); "Teaching Law and American Literature" (Janet Eldred); "Teaching Law with Sacco, Vanzetti, and the Rosenbergs" (Susan N. Herman); Ann M. Algeo's "Teaching True Crime Literature"; "The Value of Fiction in the Classroom" (Nola Allen); and "Telling Stories in School: Law and Literature as an Approach to the Business Law Curriculum" (Bruce L. Rockwood). Some articles include references. (SG)

ED368598

Shannon, John, ed.

BASEBALL.

Los Angeles, CA: Amateur Athletic Foundation of Los Angeles, CA.; Constitutional Rights Foundation, *Sports & the Law* 6 (Fall 1992): 9p.

This newsletter is provided to schools as part of the Constitutional Rights Foundation's Sports Law Program. Sports & the Law draws on young people's natural interest in sports to stimulate their involvement in education.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: SERIAL (022); INSTRUCTIONAL MATERIAL (051)

Geographic Source: U.S.; California

Target Audience: Students

Descriptors: *Athletics; *Baseball; Foreign Countries; Governing Boards; *Law Related Education; Moral Values; Popular Culture; Secondary Education; Social History; Social Studies; Social Values; *Sportsmanship

Identifiers: Gambling; Japan; Landis (Kenesaw Mountain)

This student newsletter issue speaks to the subject of baseball. The first article, on who rules baseball, discusses the problems that the developing sport had with gambling, and the struggle between the owners and gangsters for control of the game. The article describes the scandal involving the Chicago White Sox in the 1919 World Series and the resulting creation of the position of baseball commissioner who would act as judge and governor of the sport. It explains that the struggle between a powerful commissioner, the influence of gambling, and owners who have invested heavily in the game has continued for 70 years. A similar scandal with baseball player and manager Pete Rose went to a court of appeals that supported the baseball commissioner's power to discipline a player. Questions for discussion are included. A second article describes the Sports and the Law Junior High Jam held in Los Angeles in August 1992. This was the first time that the event had been held. It brought together 150 boys and girls from inner city schools and community centers in Los Angeles. The tournament combined academics, community service, and basketball. All three areas were counted in picking the most well rounded teams of student athletes. The newsletter includes a puzzle using sports questions drawn from baseball and the articles included in this issue. Other articles discuss differences in baseball between the United States and Japan, and high school athletic programs. (DK)

ED364485

Special Committee on Youth Education for Citizenship.

THE BILL OF RIGHTS POSTER SERIES. A TEACHER'S GUIDE.

Chicago, IL: American Bar Association, 1991, 62p.

ISBN: 0-89707-725-3

Available From: American Bar Association, Youth Education for Citizenship, National Law-Related Education Resource Center, 541 North Fairbanks Court, Chicago, IL 60611-3314.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Illinois

Target Audience: Teachers; Practitioners

Descriptors: *Civil Liberties; *Civil Rights; *Constitutional History; *Constitutional Law; Elementary Secondary Education; *Law Related Education; Learning Activities; Social Studies; Teaching Guides; Teaching Methods

Identifiers: *Bill of Rights

This document is a teacher's guide to a series of mass transit advertisement posters illustrating Bill of Rights topics. The five posters in the series are discussed in five separate sections. Each section is divided into three units, each consisting of a learning activity, one for the secondary level, one for the middle school level, and one designed for the elementary level. The sections are: (1) freedom of religion, (2) freedom of speech, (3) the right to assemble, (4) the right to counsel, and (5) equal protection. The teaching strategies and classroom activities contained in the document build upon the themes illustrated by the posters. The sections include student handouts, lesson objectives, procedures, lists of books and reference materials, and questions. The activities for the elementary level include a lesson researching and discussing holidays from many cultures, a play about Martin Luther King Jr.'s "I Have a Dream" speech, a talk show about women in the women's suffrage movement, study of a famous case on the right to counsel, and a sampling of children's literature combined with journal writing. The middle school activities include class discussions, a study of cases, an attorney visit to the classroom, and a group chart activity. At the secondary level, activities include study of cases, speech writing, research and discussion, and a study of local and state laws. (DK)

ED364489

Special Committee on Youth Education for Citizenship.

LAW-RELATED EDUCATION PROGRAMS IN JUVENILE JUSTICE SETTINGS.

Chicago, IL: American Bar Association, Sept. 1992, 21p.

For related items, see SO 023 625-627.

Available From: American Bar Association, Special Committee on Youth Education for Citizenship, 541 N. Fairbanks Court, Chicago, IL 60611-3314.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: DIRECTORY (132)

Geographic Source: U.S.; Illinois

Descriptors: Correctional Education; *Correctional Institutions; *Delinquent Rehabilitation; Juvenile Courts; Juvenile Gangs; *Juvenile Justice; *Law Related Education; Secondary Education

Identifiers: American Bar Association

This document consists of a list by state of programs to teach law-related education in correctional institutions and other juvenile justice settings. The directory lists 14 programs in institutional schools and diversion programs in 17 states. Under the diversion programs, first time or misdemeanor offenders participate in law-related education programs on decision making skills, basic legal responsibilities, criminal and family law, early gang involvement, educational motivation, cultural pride, parenting skills, and substance abuse, among others. The directory lists coordinators, addresses, and phone numbers for teen courts in 16 states. In several of the states, more than one location is identified. Combination programs are identified and described in four states, California, Kentucky, Oregon, and Wisconsin. In addition, community based programs in Kentucky, Maryland, Massachusetts, New Mexico, New York, and Virginia are described. Other activities include a group in Pennsylvania that has developed a Pennsylvania-specific juvenile justice manual and teachers' guide that is used in juvenile justice facilities throughout the state. A Seattle, Washington group is listed that has developed a law-related education curriculum and manual for juvenile justice facilities in that state. (DK)

ED364488

Special Committee on Youth Education for Citizenship.

LAWYER/DOCTOR EDUCATION TEAM. PROGRESS REPORT.

Chicago, IL: American Bar Association, Aug. 1992, 17p.

For related items, see SO 023 625-628.

Sponsoring Agency: American Medical Association, Chicago, Ill.; Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Contract No: 85-JS-CX-0003

Available From: National Law-Related Education Resource Center, American Bar Association, Special Committee on Youth Education for Citizenship, 541 North Fairbanks Court, Chicago, IL 60611-3314.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: U.S.; Illinois

Descriptors: Alcohol Education; Community Surveys; *Cooperative Programs; *Drug Education; *Drug Use; Elementary Secondary Education; Instructional Materials; Law Related Education; School Community Relationship; Social Responsibility; *Substance Abuse

Identifiers: American Bar Association; American Medical Association; Partnerships in Prevention.

This document reports the results of a survey sent to all recipients of a program guide, "Partnerships in Prevention" that was developed jointly by the American Bar Association (ABA) and the American Medical Association (AMA) for use by law-related education projects, bar associations, and others. The program guide contains step by step instructions for developing, implementing, and maintaining projects, background information on alcohol and other drug abuse, and 14 interactive lessons to use in sessions with youth. Recipients of the guide also received an educational cartoon video, and a list of alcohol and other drug prevention and education resources specific to their state. The ABA received 54 responses or 18%. Currently 13 state and 26 community projects are being conducted throughout the United States. Although most reported projects have been conducted in schools, some have been implemented in community youth organizations, juvenile justice settings, parents groups, and social service agencies. All current projects planned to continue or expand their efforts. Four reported projects were not continued after the first year. Respondents reported not initiating projects because of limited availability of resources, adequacy of existing prevention programs, and plans to consider the project at a later date. Respondents cited a variety of benefits from the collaboration between the medical societies and bar associations including increased dialogue, networking with other groups, and improved public image. Summaries of state and local projects are included. (DK)

ED364483

Special Committee on Youth Education for Citizenship.

A MORE PERFECT UNION: AN INTRODUCTION TO LAW-RELATED EDUCATION. PRESENTER'S GUIDE.

Chicago, IL: American Bar Association, 1992, 16p.

Sponsoring Agency: Department of Education, Washington, DC.

Contract No: S123A00068

Available From: National Law Related Education Resource Center, American Bar Association, 541 N. Fairbanks Court, Chicago, IL 60611-3314 (videotape also available).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Illinois

Target Audience: Teachers; Administrators; Practitioners

Descriptors: Citizenship Education; *Civics; *Community Role; Critical Thinking; Elementary Secondary Education; *Law Related Education; Learning Activities; Mass Instruction; Program Descriptions; *Programs; Videotape Recordings

Identifiers: *More Perfect Union (A)

This document is a guide to be used when presenting the videotape, "A More Perfect Union," to diverse audiences, including school boards, bar associations, police departments, teachers' workshops, civic associations, or other groups. The videotape was produced to introduce law-related education (LRE) to educators, law professionals, and members of the community who are interested in learning about this area of civic education. The videotape shows how schools throughout the country teach concepts of law and citizenship to students at all grade levels. Through a variety of active learning techniques, law-related education stimulates critical thinking in young people about their future role and responsibility as participating citizens in a constitutional democracy. This guide for those presenting the videotape is divided into two parts. Part 1 prepares the presenter to make a knowledgeable and effective presentation. "Scenes from the Videotape" provides background in the order in which the scenes appear. Contact organizations for gathering more information are listed at the end of some scene descriptions. Part 2 provides resource information that can be duplicated and distributed to appropriate audiences. Sections are included on why law- related education is important for teachers, administrators, attorneys, the courts, and law enforcement. In addition, the pre-viewing and post-viewing discussion guides may be useful handouts. A list of leaders in law-related education also is included. (DK)

ED365586

Special Committee on Youth Education for Citizenship.

SHINING WORLDS: PUTTING TECHNOLOGY TO WORK FOR LAW-RELATED EDUCATION. WORKING CONFERENCE ON TECHNOLOGY AND LAW-RELATED EDUCATION (Boston, Massachusetts, October 1992).

Chicago, IL: American Bar Association, 1993, 33p.

Sponsoring Agency: Department of Education, Washington, DC.

Contract No: S123A10055

ISBN: 0-89707-909-4

Available From: American Bar Association, Special Committee on Youth Education for Citizenship, 541 North Fairbanks Court, Chicago, IL 60611-3314.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021)

Geographic Source: U.S.; Illinois

Descriptors: *Computer Uses in Education; Curriculum Enrichment; *Educational Resources; *Educational Technology; Elementary Secondary Education; *Law Related Education; Learning Activities; Social Studies

Identifiers: ERIC; Law Day; WESTLAW Retrieval System

This document is a collection of articles growing out of a conference on technology and law-related education. The papers are intended to give a broad overview of some of the technologies that allow access to more law-related education information, to illustrate the potential of multimedia presentations, and to examine new tools available to teachers and students that enhance both the understanding and communication of law-related concepts. This document contains 15 articles dealing with law-related education and technology, as well as a program of the conference agenda. The articles include: "Distance Education: Using Technology to Make All America a School" (Pamela Pease); "Implications of Emerging Technologies for LRE on Students with Disabilities" (Wanda Routier); "An LRE Resource Directory" (Julia Ann Gold); "Tapping into Law-Related Information" (Julia Hardin); "Meet ERIC: Grandaddy of Education Databases" (Jane Henson); "NICEL-Net: Now Available on Compuserve" (Wanda Routier); "Welcome to WESTLAW" (Beth Wilson); "Energizing Social Studies through the Use of Technology" (Dick Rattan; Linda Spoales); "Interactive Law-Related Education: Making Students Part of the Action" (Don King); "Using Interactive Television to Bring LRE to Rural Schools" (Jan Harper); "Celebrating Law Day Via Satellite" (Marjorie Menzi); "Getting the Goods: High-Tech on a Low-Budget" (Harry Garvin); "Cable in the Classroom" (Ellen Sims; Dennis Urso); "Using Technology in a Big Way at a Small School" (Don Surgeon); and "Shining Worlds, Renaissance Exploration, and Stained-Glass Windows" (Bertram Cottine). (DK)

ED364487

Special Committee on Youth Education for Citizenship.

STATE AND LOCAL BAR ASSOCIATIONS LAW-RELATED EDUCATION ACTIVITIES.

Chicago, IL: American Bar Association, 1993, 26p.

For related items, see SO 023 625-628.

Available From: American Bar Association, Special Committee on Youth Education for Citizenship, 541 N. Fairbanks Court, Chicago, IL 60611-3314.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: DIRECTORY (132)

Geographic Source: U.S.; Illinois

Descriptors: Alcohol Education; Drug Education; Elementary Secondary Education; *Law Related Education; Lawyers; *Learning Activities; Professional Associations; School Community Relationship; Social Studies; *Youth Programs

Identifiers: American Bar Association; Law Day

This document is a listing of the law-related education activities of state and local bar associations grouped by state. Under each state, the state association and often one or more local association are listed. Information on each association includes committees relating to law-related education, a listing of law-related education activities, funding sources, and the name, address, and phone number of the appropriate contact person. Some association listings also include volunteer recruitment strategies and resources. Listed activities include Law Day, mediation, Lawyer in the Classroom, teen court, mock trials, court docent, bicentennial, teacher education, programs for at-risk youth, and drug prevention projects. The most common funding sources include general operating budgets, bar foundation grants, senior bar funding, Young Lawyers Section activity budgets, and organization dues. Volunteers are recruited by personal appeals, contacts for specific projects, publicity of projects, volunteer sign up sheets in dues packets, special invitations, and articles in organization newsletters. Resources listed include booklets, videos, newsletters, and curricular materials. (DK)

ED364486

Special Committee on Youth Education for Citizenship.

STATE COURT LAW-RELATED EDUCATION ACTIVITIES.

Chicago, IL: American Bar Association, 1993. 11p.

For related items, see SO 023 626-628.

Available From: American Bar Association, Special Committee on Youth Education for Citizenship, 541 N. Fairbanks Court, Chicago, IL 60611-3314.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: DIRECTORY (132)

Geographic Source: U.S.; Illinois

Target Audience: Community; Administrators; Teachers; Practitioners

Descriptors: Court Judges; *Court Role; *Courts; Elementary Secondary Education; Juvenile Justice; *Law Related Education; Lawyers; *Learning Activities; School Community Relationship; Youth Programs

Identifiers: Law Day

This document lists the law-related education activities conducted by state courts. The listings are arranged by state. Entries list the name of the court, a list of activities provided, descriptions of unusual programs, guidelines for programs that some of the courts have developed, and the name, title or committee, address, and phone number of a contact person for each state. Entries range from those where the court conducts no law-related education activities, but works closely with state centers for law and civic education, to elaborate programs. The entry for Alaska describes a program through the youth court in which juveniles accused of misdemeanors and felonies involving property, assault, and firearms charges, appear in a court where the roles of attorneys, bailiffs, clerks, and judges are filled by youth. Students in grades 7 through 12 can take an 8 to 10 week comprehensive law course. After passing a bar exam, they are sworn in as attorneys. Adult attorneys review students' research on each case. Hearings are held in court. Sentences include community service, essays, attendance at adult arraignments, restitution and fines, and classes in shoplifting or substance abuse education. More typical activities listed include Law Day, visits to classrooms by judges, oral arguments held at schools, bicentennial celebrations, student visits to court, teacher education, mock trials, and curriculum development. (DK)

ED364482

Special Committee on Youth Education for Citizenship.

TEACHING TEACHERS ABOUT LAW IN THE 90S: MODELS, METHODS, AND MEANS.

Chicago, IL: American Bar Association, 1993. 86p.

Sponsoring Agency: Department of Education, Washington, DC.

Contract No: S123A00068

ISBN: 0-89707-910-8

Available From: American Bar Association, National Law-Related Education Resource Center, 541 North Fairbanks Court, Chicago, IL 60611-3314.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Illinois

Target Audience: Teachers; Practitioners

Descriptors: Course Descriptions; Higher Education; *Law Related Education; *Laws; Program Descriptions; *Teacher Education; *Teaching Methods; *Teaching Models; *Workshops

This document is a compendium of teacher education strategies intended to strengthen law-related education efforts by providing ideas, activities, and experiences drawn from the perspectives of veteran teacher educators. The book grew out of a conference on advanced law-related education leadership exploring what is known about preparing precollegiate teachers for the 1990's and beyond. This comprehensive volume includes diverse inservice teacher education programs, ranging from creative strategies for workshops of short duration to summer institutes of several weeks. Preservice models for infusing law-related education into college and university teacher preparation courses are highlighted. In addition to presentations of exemplary preservice and inservice teacher education programs, an important element of the conference was reflective discussions among teacher education faculty, school district staff development specialists, and law- related education program directors. The volume is divided into two parts. The first includes six articles on preservice models. Articles in this section discuss training future teachers in U.S. government and politics, integrating law-related education into social studies using language arts methods, and a model for using law-related education as a vehicle for teaching secondary social studies method courses. The second section on inservice models discusses statewide law-related education certification, national teacher training workshops, graduate level programs, summer institutes for teachers, and community/school partnerships such as a mock trial program in Ohio, and the national MENTOR program of law firm/high school partnerships. (DK)

ED364461

Special Committee on Youth Education for Citizenship.

319 CURRENT VIDEOS AND SOFTWARE FOR K-12 LAW-RELATED EDUCATION.

Chicago, IL: American Bar Association, 1993. 49p.

Sponsoring Agency: Department of Education, Washington, DC.

Contract No: S123A10055

ISBN: 0-89707-908-6

Available From: American Bar Association, Youth Education for Citizenship, National Law-Related Education Resource Center, 541 North Fairbanks Court, Chicago, IL 60611-3314.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: BIBLIOGRAPHY (131); INSTRUCTIONAL MATERIAL (051)

Geographic Source: U.S.; Illinois

Target Audience: Teachers; Practitioners

Descriptors: Annotated Bibliographies; *Audiovisual Aids; Citizenship Education; *Courseware; Elementary Secondary Education; *Law Related Education; Optical Disks; Social Studies; Videotape Recordings

This publication assembles into one volume a comprehensive listing of more than 300 electronic media sources on the subject of law-related education (including the Bill of Rights, Constitution, the Courts, Congress, etc.) for grades kindergarten through 12. Items include laser disks, computer software, videotapes, and CD-ROMs (compact disk/read-only memory). While the products that appear in the document focus on law-related education, many are appropriate for other subject areas as well. The directory, an annotated bibliography, divides the materials into video and software listings. While the bulk of the products are secondary level items, many are applicable to elementary and middle school. Price and supplier information appear with the individual listings. (SG)

ED364484

Starr, Isidore, and others.

EQUAL JUSTICE UNDER LAW. INSTRUCTOR'S GUIDE.

Chicago, IL: American Bar Association, Public Education Div., 1985. 99p.

For the publication "Equal Justice Under Law," see ED 174 542.

ISBN: 0-89707-193-X

Available From: American Bar Association, Youth Education for Citizenship, National Law-Related Education Resource Center, 541 North Fairbanks Court, Chicago, IL 60611-3314.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Illinois

Target Audience: Teachers; Practitioners

Descriptors: *Constitutional History; *Court Judges; *Court Litigation; *Court Role; *Criminal Law; Equal Protection; *Law Related Education; Learning Activities; Secondary Education; Social Studies; Teaching Guides; Teaching Methods; United States History

Identifiers: Equal Justice Under Law (American Bar Assn); *Supreme Court

This document is a teachers' guide to accompany the book "Equal Justice Under Law: The Supreme Court in American Life." Because the book contains a tremendous amount of detail, the guide does not attempt to explicate everything in the text. Instead the guide attempts to provide more detail on one or more of the issues covered in different sections or topics in the book. Included are summaries of key cases, background on the controversies of a particular period, and suggestions as to how other materials in the sections might be taught. The guide is not designed to provide definitive answers to the issues raised by the Supreme Court's history, but to suggest the rich array of cases and controversies dealt with by the Court throughout its history. The guide includes a bibliography, glossary, chapter on case study methods, and a discussion of moot courts. The material in this document has been arranged into topics, organized to follow the sequence of the text. Several topics depart from the basic chronological scheme to explicate subjects such as the idea of constitutionalism, the structure of the judicial system, and milestones in Supreme Court history. Each topic offers one or more methods of instruction designed to encourage informed discourse and active student participation. Each topic contains a lesson highlight section that features a subject and strategy that can be taught separately if necessary. For nonchronological courses the guide suggests highlights in subject matter, issues, and concepts including power, property, liberty, equality, and justice. (DK)

ED366518

Virginia State Dept. of Education.

EMPHASIS ON THE INSTRUCTION ON THE DOCUMENTS OF VIRGINIA AND UNITED STATES HISTORY AND GOVERNMENT. REPORT OF THE DEPARTMENT OF EDUCATION TO THE GOVERNOR AND THE GENERAL ASSEMBLY OF VIRGINIA. SENATE DOCUMENT NO. 3.

Richmond, VA: , 1993, 39p.

Report No: VA-Senate-Doc-3.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: LEGAL MATERIAL (090)
Geographic Source: U.S.; Virginia
Government: State
Target Audience: Policymakers; Teachers; Practitioners
Descriptors: Curriculum Enrichment; Elementary Secondary Education; Grade 5; Grade 7; Grade 11; *History Instruction; Instructional Materials; Law Related Education; *Primary Sources; *State History; *United States History
Identifiers: Bill of Rights; United States Constitution; *Virginia

This document from the Virginia Department of Education reports on a project to enable public schools to meet requirements of two laws. The first law required public schools to emphasize instruction on the documents of Virginia and United States history and government. The second requested that all public schools be urged to display copies of the Bill of Rights of the Constitution of the United States in commemoration of the bicentennial anniversary of its ratification. The Board of Education was directed to ensure that students be thoroughly knowledgeable about the significance of documents of history, with an emphasis on instructing students on the inherent rights included in these documents; the most significant of *The Federalist Papers;* the historical, political and cultural shaping of such documents, and their application to daily living. Virginia Standards of Learning objectives for social studies provide a focus on instruction of historical documents at grades five, seven, and eleven. This report discusses two documents developed to further assist school divisions in implementing these objectives. The first, "Documents and Symbols of Democracy" is an instructional book for Virginia students on the Virginia Declaration of Rights, the Virginia Statute of Religious Freedom, the Declaration of American Independence, the Constitutions of the United States and Virginia, and national and state symbols. The second publication was written to assist teachers as they prepared instructional and assessment activities to help students understand the documents of Virginia and U.S. history. Appendices which comprise about three quarters of the document include: (1) a copy of Senate Joint Resolution No. 187; (2) a copy of House Joint Resolution 288; (3) a copy of Superintendent's Memorandum No. 168; (4) "Documents and Symbols of Democracy" (because of length not physically included); (5) "Lessons on Documents and Symbols of Democracy" (because of length not physically included; and (6) a 23-item ERIC bibliography on the use of historic documents in classroom instruction. (DK)

ED368660

Wagner, Kenneth A., and others.

BECOMING INFORMED CITIZENS: LESSONS ON THE CONSTITUTION FOR JUNIOR HIGH SCHOOL STUDENTS.

Los Angeles, CA: California State University, 1988, 381p.

Sponsoring Agency: Commission on the Bicentennial of the United States Constitution, Washington, DC.
ISBN: 0-941690-29-6
Available From: Regina Books, Post Office Box 280, Claremont, CA 91711 ($22.95).
EDRS Price - MF01/PC16 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; California
Target Audience: Teachers; Practitioners
Descriptors: *Citizenship Education; *Civics; *Constitutional History; *Constitutional Law; Junior High Schools; Junior High School Students; Law Related Education; Learning Activities; Social Studies; Teaching Methods; *United States History
Identifiers: *United States Constitution

This document consists of lesson plans for teaching junior high school students about the U.S. Constitution. Lessons are derived from teaching methods that instructors have found useful and appropriate for the actual condition of the ordinary classroom, and account for the characteristics and needs of the early adolescent. The document includes a preface, a foreword to the teacher, acknowledgments, and a rationale for the lessons. Chapters include: (1) "Fundamental Concepts"; (2) "Roots of the Constitution"; (3) "Writing and Ratifying the Constitution"; (4) "Constitutional Change"; (5) "Federalism"; (6) "Separation of Powers"; (7) "Limited Government"; and (8) "Culminating Activity." Chapter subheadings address basic concepts, such as federalism and checks and balances, and go on to illustrate them with case precedents, other legal problems, and role playing and other learning activities. (SG)

ED366525

Wolowiec, Jack, ed.

LRE RESEARCH: A STATUS REPORT. TECHNICAL ASSISTANCE BULLETIN NO. 8.

Chicago, IL: American Bar Association, Special Committee on Youth Education for Citizenship, 1994. 10p.

Sponsoring Agency: Department of Education, Washington, DC.

Contract No: S123A00068

Available From: American Bar Association, Special Committee on Youth Education for Citizenship, 541 N. Fairbanks Court, Chicago, IL 60611-3314.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Illinois

Descriptors: Citizenship Education; *Educational Research; Elementary Secondary Education; *Law Related Education; Program Effectiveness; Social Studies; *Teaching Methods

This bulletin explores the effectiveness of law-related education (LRE) programs by surveying the relevant research. The document begins with the article "Research and Law Related Education: Perceptions, Perspectives, and Possibilities" (David T. Naylor). The article identifies five categories of questions important to LRE research: (1) What is the nature and status of LRE? (2) What impact does LRE have on the lives of students? (3) What is needed to teach LRE effectively? (4) How should teahers be prepared to teach LRE? and (5) What is required to get and keep LRE in school programs? Five functions of research are identified: (1) to provide scientific underpinnings to the ideas and practices regarded as common sense; (2) to uncover new perspectives and provide fresh ideas; (3) to uncover ways of proceeding requiring different beliefs or complex actions; (4) to produce findings that simplify practice; and (5) to yield ideas and findings that are counter-intuitive. Ten references are included. The remainder of the bulletin consists of summary reports of seven research studies in progress: (1) "Exploring the Dimensions of Political Tolerance among Adolescents"; (2) "Current Status of LRE in Elementary Classrooms"; (3) "Teachers' Conceptions of Justice as Implemented in Social Studies Curriculum"; (4) "Judicious Discipline: Teachers and Students Practicing the Language of Citizenship"; (5) "Impact of Mediation Experience on Mediators"; (6) "Cognitive Development in Young Children: Issues of Literacy Expression and Law"; and (7) "An Analysis of Initial Law-Related Education: Case Studies of Elementary School Teacher-Pupil Interactions Related to the Concepts of Law and Order." Eight research proposals are summarized. Contains 26 references. (DK)

Part II

Current Index to Journals in Education (CIJE)
ANNOTATED BIBLIOGRAPHY
ON LAW-RELATED EDUCATION

The *Current Index to Journals in Education (CIJE)* is the facet of the ERIC database that reports on periodical literature published in approximately 830 major educational and education-related journals. Each entry provides the author, title, and journal in which the article is published, as well as the volume, year, and pages. A list of key words fosters easy reference and computer searches. The annotation offers a brief summary of the thesis, purpose, and contents of the article.

Copies of journal articles can be found in library periodical collections, through Interlibrary Loan, or from article reprint services. The reprint services include the University Microfilms International (UMI) and the Institute for Scientific Information (ISI). To obtain journals that do not permit reprints and are not available from your library, write directly to the publisher. Addresses of publishers are listed in the front of each issue of *Current Index to Journals in Education*, a monthly index publication available in many library reference departments. Figure 2 in Appendix 3 is a guide to reading ERIC journal article resumes.

University Microfilms International
Article Clearinghouse
300 North Zeeb Road
P.O. Box 1346
Ann Arbor, MI 48106-1346
Toll Free: 800/521-0600, X 2786
Telephone: 313/761-4700
FAX: 313/665-7075

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EJ467419
Bahmueller, Charles F., and Margaret Stimmann Branson.
RENEWING THE CIVIC PURPOSE OF THE SCHOOLS.
Momentum 24 (September-October 1993): 40-43.

ISSN: 0026-914X
Available From: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Descriptors: *Citizenship Education; *Civics; *Curriculum Development; Elementary Secondary Education; *Government (Administrative Body); Social Studies; *Standards
Identifiers: *Center for Civic Education

Describes the Center for Civic Education's efforts to develop and disseminate national standards in civics and government for K-12 education. Considers why standards are needed, what the standards are intended to accomplish, how they are being prepared, the groups involved in the development process, and the schedule for completion. Includes a draft model standard. (MAB)

EJ480258
Bartlit, Nancy, and others.
WHAT CITIZENS CAN DO: A CASE STUDY IN ENVIRONMENTAL ACTIVISM.
Update on Law-Related Education 17 (Fall 1993): 26-31.

ISSN: 0147-8648
Language: English
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Target Audience: Teachers; Community; Practitioners
Descriptors: *Activism; *Air Pollution; *Citizen Participation; Citizen Role; *Citizenship Responsibility; *Community Action; Community Change; Elementary Secondary Education; Environmental Education; Environmental Influences; Law Related Education; Political Influences; Postsecondary Education; Public Affairs Education; Science and Society; Social Responsibility; *Water Pollution
Identifiers: New Mexico

Describes the origin, development, and operation of a New Mexico citizen's action group in its efforts to prevent air and water pollution. Concludes that nongovernmental groups can play an important role in educating citizens and shaping public policy. (CFR)

EJ473646
Bjorklun, Eugene C.
TEACHING ABOUT FAMILY LAW: ACTIVITIES FOR THE HIGH SCHOOL CLASSROOM.
Social Studies 84 (May-June 1993): 122-30.

ISSN: 0037-7996
Available From: UMI
Language: English
Document Type: TEACHING GUIDE (052); PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Target Audience: Teachers; Practitioners
Descriptors: Citizenship Education; *Class Activities; *Curriculum Development; Divorce; *Family (Sociological Unit); Family Characteristics; Family Problems; *Law Related Education; Laws; Learning Strategies; Legal Responsibility; Marriage; Secondary Education; Social Studies
Identifiers: *National Council for the Social Studies

Contends that secondary schools should provide instruction about the legal, social, and economic issues surrounding marriage, divorce, and other family topics. Asserts that family law can be integrated into the social studies curriculum, particularly at the ninth and twelfth grades. Provides three activities on marriage and the law, legal responsibilities of married couples, and marriage dissolution. (CFR)

EJ475057
Bonventre, Vincent Martin.
RELIGIOUS LIBERTY AS AMERICAN HISTORY.
Update on Law-Related Education 17 (Spring-Summer 1993): 41-46.

ISSN: 0147-8648
Language: English
Document Type: REVIEW LITERATURE (070); PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Target Audience: Teachers; Practitioners
Descriptors: Cultural Influences; *Democratic Values; Elementary Secondary Education; *Law Related Education; *Religion; *Religious Discrimination; State Church Separation; *United States History
Identifiers: *First Amendment; Supreme Court; *United States Constitution

Asserts that the development of religious liberty in the United States can be used to view the nation's history. Reviews significant events and issues related to religious liberty from colonial times to the present. Concludes that the struggle between individual liberty and government authority will continue to link religion and history. (CFR)

EJ476703
Bridges, Bob.
HELPING TEACHERS EDUCATE FOR DEMOCRACY: TEACHER PROGRAMS AND INSTITUTES.
Social Studies 84 (September-October 1993): 202-06.

ISSN: 0037-7996
Available From: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Target Audience: Teachers; Administrators; Practitioners
Descriptors: *Citizenship Education; Civics; Democracy; *Democratic Values; Educational Objectives; Experiential Learning; *Field Trips; Foreign Countries; *Inservice Teacher Education; *Institutes (Training Programs); Instructional Materials; Learning Strategies; Political Issues; *Public Affairs Education; Secondary Education; Social Studies; Teacher Exchange Programs; Teaching Methods; Thinking Skills
Identifiers: *Close Up Program; Japan

Describes the teacher education programs of the Close Up Foundation. Discusses a week-long Washington, DC, program that brings students and teachers in contact with elected and appointed public officials, lobbyists, and media representatives. Outlines a summer institute program and an exchange program for U.S. and Japanese teachers. (CFR)

EJ476700
Butts, R. Freeman.
NATIONAL STANDARDS AND CIVIC EDUCATION IN THE UNITED STATES.
International Journal of Social Education 7 (Winter 1993): 86-94.

ISSN: 0889-0293
Available From: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141); POSITION PAPER (120); JOURNAL ARTICLE (080)
Target Audience: Teachers; Administrators; Policymakers; Practitioners
Descriptors: *Academic Standards; *Citizenship Education; Citizenship Responsibility; *Civics; *Democratic Values; *Educational Change; Educational Objectives; Elementary Secondary Education; History Instruction; Politics of Education; Social Sciences; Social Studies; United States History
Identifiers: *America 2000; Center for Civic Education (CA); *CIVITAS; National Education Goals Panel

Maintains that the world is nearing the end of a great age of democratic revolutions. Asserts that civic or citizenship education is in danger of being sidetracked by the national educational reform movement. Argues that "CIVITAS," a civic education curriculum framework, provides a model for effective citizenship education. (CFR)

EJ484391
Callan, Eamonn.
BEYOND SENTIMENTAL CIVIC EDUCATION.
American Journal of Education 102 (February 1994): 190-221.

ISSN: 0195-6744
Available From: UMI
Language: English
Document Type: POSITION PAPER (120); JOURNAL ARTICLE (080)
Descriptors: *Affective Behavior; Citizen Participation; *Citizenship Education; *Civics; Criticism; *Democracy; *Educational Philosophy; Elementary Secondary Education; Emotional Response; *History Instruction; Imagination; Political Influences; Responsibility; Traditionalism

Outlines a concept of political virtue, and consequently of civic education, that attempts to give both criticism and emotional engagement their due importance. Educational implications of the concept are explored in relation to the development of a sense of history among students. (SLD)

EJ475039
Chance, Jerry M.
ON THE DEVELOPMENT OF DEMOCRATIC CITIZENS.
Social Studies 84 (July-August 1993): 158-63.

ISSN: 0037-7996
Available From: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Target Audience: Teachers; Administrators; Practitioners
Descriptors: Citizen Participation; *Citizenship Education; *Democracy; *Democratic Values; *Educational Objectives; Elementary Secondary Education; Ethical Instruction; Multicultural Education; Political Socialization; Social Influences; Social Studies; *Social Values; Teacher Behavior; Totalitarianism; *Values Education

Contends that the end of the Cold War does not necessarily mean the triumph of democracy. Presents contemporary interpretations of the democratic concepts of liberty, equality, and fraternity. Asserts that responsible action in a democratic society requires continued reflection about values education. (CFR)

EJ467841
Connell, R. W.
CITIZENSHIP, SOCIAL JUSTICE, AND CURRICULUM.
International Studies in Sociology of Education 2 (1992): 133-46.

ISSN: 0962-0214
Language: English
Document Type: POSITION PAPER (120); JOURNAL ARTICLE (080)
Target Audience: Teachers; Administrators; Practitioners
Descriptors: *Citizenship Education; Comparative Education; *Curriculum Development; Educational Objectives; *Educational Philosophy; Elementary Secondary Education; Equal Protection; Evaluation; Foreign Countries; *Outcomes of Education; Social Attitudes
Identifiers: Australia; *Social Justice

Argues that social justice is a legitimate goal of schooling and should be included in the curriculum. Discusses aspects of social justice including distributive justice and equality of educational opportunity. Maintains that Western educational systems have many possibilities for achieving social justice through the curriculum. (CFR)

EJ469717
Dwyer-Schick, Susan Adair.
AN INTRODUCTION TO LEGAL TRADITIONS AROUND THE WORLD.
Update on Law-Related Education 16 (Fall 1992): 3, 50-52.

Special theme issue on "Law in World Cultures."
ISSN: 0147-8648
Language: English
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Target Audience: Teachers; Practitioners
Descriptors: *Civil Law; *Civil Liberties; Cultural Differences; Cultural Interrelationships; Culture; Elementary Secondary Education; Foreign Countries; *Foreign Culture; *International Education; *Law Related Education; Laws; Social Studies; World History
Identifiers: *Basic Law (West Germany); Common Law; *Germany

Asks what questions would help understand the relationship between culture and legal systems. Argues that one approach is to examine problems or disputes common to various legal traditions. Proposes using the issue of human rights in the Basic Law of Germany as a case study. (CFR)

EJ483410
Eisler, Judith A., and others.
THE STUDENT SERVICE AND PHILANTHROPY PROJECT.
ERS Spectrum 12 (Spring 1994): 26-27.

ISSN: 0740-7874
Language: English
Document Type: EVALUATIVE REPORT (142); JOURNAL ARTICLE (080)
Descriptors: *Citizenship Education; *Community Services; *Demonstration Programs; High Schools; Leadership Training; *Program Evaluation; Student Participation
Identifiers: Empowerment; *New York City Public Schools NY

Student Service and Philanthropy Project, a three-year demonstration program, was established by Surdna Foundation in cooperation with New York City Public Schools during the 1991-92 school year. Given a chance to govern and administer minifoundations committed to public service, students might realize they can be a force for positive social change. This article describes and evaluates the program's success. (MLH)

EJ476925
Ellis, Barbara Carter.
USING CSL WITH SPECIAL EDUCATION AND READING RESOURCE STUDENTS.
Equity and Excellence in Education 26 (September 1993): 15-17.

Theme issue devoted to community service learning.
ISSN: 1066-5684
Available From: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142); JOURNAL ARTICLE (080)
Descriptors: Citizenship Education; Elementary Education; *Elementary School Students; Helping Relationship; Parent Participation; Reading Difficulties; *Remedial Reading; *Resource Room Programs; Resource Teachers; *Special Education; *Student Projects; Urban Schools
Identifiers: New York (Staten Island); *Service Learning; UNICEF; *Youth Community Service

Describes the experiences of an elementary school resource room teacher in Staten Island (New York) in using community service learning (CSL) with special education and reading resource students. Students planned and carried out a cupcake sale to benefit UNICEF. Parent participation was an important part of the process. (SLD)

EJ480256
Euston, Stanley R.
THE AMERICAN FUTURE: SUSTAINABLE OR NOT.
Update on Law-Related Education 17 (Fall 1993): 18-23, 43.

ISSN: 0147-8648
Language: English
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Target Audience: Teachers; Practitioners
Descriptors: *Citizen Participation; Citizen Role; Citizenship Education; Educational Objectives; Elementary Secondary Education; Environmental Education; Environmental Influences; *Futures (of Society); Global Approach; *Law Related Education; Science and Society; *Social Problems; *Social Responsibility; Social Studies; Thinking Skills; *United States History; Values Education

Asserts that the concept of a sustainable future for the United States is closely bound with the fate of the environment. Calls for a national dialog in which social values and social responsibility become important components of citizenship responsibility. (CFR)

EJ469721
Feinerman, James V.
A CRIMINAL CASE IN THE CHINESE COURTS.
Update on Law-Related Education 16 (Fall 1992): 21-27.

Special theme issue on "Law in World Cultures."
ISSN: 0147-8648
Language: English
Document Type: PROJECT DESCRIPTION (141); POSITION PAPER (120); JOURNAL ARTICLE (080)
Journal Announcement: CIJJAN94
Target Audience: Teachers; Practitioners
Descriptors: Civil Law; Civil Rights; Communism; *Constitutional Law; *Courts; *Criminal Law; *Cultural Differences; Cultural Influences; Democratic Values; Foreign Countries; *International Education; Law Related Education; Secondary Education; *Totalitarianism
Identifiers: American Bar Association; *China (Beijing); Common Law

Describes a criminal case decided in the People's Republic of China in March 1991. Discusses the development of the modern Chinese legal system. Compares criminal law in China and the United States. (CFR)

EJ476706
Fentress, Debbie.
EDUCATING SPECIAL CITIZENS.
Social Studies 84 (September-October 1993): 218-23.

ISSN: 0037-7996
Available From: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Target Audience: Teachers; Administrators; Practitioners
Descriptors: Alaska Natives; American Indians; *Citizenship Education; Cultural Differences; *Cultural Pluralism; Disabilities; Elementary Secondary Education; *Ethnic Groups; *Experiential Learning; Field Trips; Foreign Countries; Immigrants; *Multicultural Education; Public Affairs Education; *Special Needs Students
Identifiers: *Close Up Program; Pacific Islanders; Puerto Rico

Describes programs and activities of the Close Up Foundation for special needs students. Explains how the experiential citizenship education activities are adapted for hearing impaired, visually impaired, recent immigrant, Native American, Alaskan Native, Puerto Rican, and Pacific Island nation students. Includes two classrom activities used in the program. (CFR)

EJ475055
Fernlund, Phyllis Maxey.
CURRICULUM REVIEW: LAW AND U.S. HISTORY.
Update on Law-Related Education 17 (Spring-Summer 1993): 23-27.

ISSN: 0147-8648
Language: English
Document Type: BIBLIOGRAPHY (131); JOURNAL ARTICLE (080)
Journal Announcement: CIJAPR94
Target Audience: Teachers; Practitioners
Descriptors: Annotated Bibliographies; Audiovisual Aids; *Constitutional History; Critical Thinking; Elementary Secondary Education; *Experiential Learning; *Instructional Materials; *Law Related Education; Resource Materials; *Student Attitudes; Teaching Methods; *United States History
Identifiers: *United States Constitution

Asserts that history often is listed by students as their least favorite subject. Contends that teachers should use materials and teaching methods that engage student's imagination and critical thinking skills. Provides an annotated bibliography of instructional materials including multimedia resources, compilations of lesson plans, and teacher background reading. (CFR)

EJ469677
Goetz, William W.
RETRIEVING AND REINFORCING U.S. GOVERNMENT USING GRAPHIC ORGANIZERS.
Social Education 57 (February 1993): 87-88.

ISSN: 0037-7724
Available From: UMI
Language: English
Document Type: TEACHING GUIDE (052); PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Target Audience: Teachers; Practitioners
Descriptors: Activity Units; *Citizenship Education; Course Content; Curriculum Design; *Graphs; *History Instruction; Instructional Materials; *Learning Strategies; Secondary Education; *Teacher Developed Materials; Teaching Methods; *United States Government (Course); United States History
Identifiers: *Graphic Organizers

Describes an instructional unit using graphic organizers to teach about federalism in a U.S. government course. Includes models of charts and lists of appropriate student responses. (CFR)

EJ476928
Gonzalez, Juan, and others.
COMMUNITY SERVICE LEARNING AT PUTNAM HIGH SCHOOL.
Equity and Excellence in Education 26 (September 1993): 27-29.

Theme issue devoted to community service learning.
ISSN: 1066-5684
Available From: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Descriptors: Arbitration; Citizenship Education; Community Programs; High Schools; *High School Students; Males; Minority Groups; Peer Relationship; *Program Implementation; School Restructuring; *Secondary School Teachers; Student Attitudes; *Student Projects; *Urban Schools; Vocational Education
Identifiers: Massachusetts (Springingfield); *Service Learning; *Youth Community Service

A male minority-group high school student and a teacher at Putnam High School in Springfield (Massachusetts) share experiences with community service learning (CSL) projects. A project facilitator describes the plans for implementing CSL throughout the city. (SLD)

EJ476705
Gustafson, Marcia H., and Laura Y. Meagher.
AMERICA'S YOUNGEST CITIZENS: CLOSE UP FOR GRADES 1-8.
Social Studies 84 (September-October 1993): 213-17.

ISSN: 0037-7996
Available From: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Target Audience: Teachers; Administrators; Practitioners
Descriptors: Citizen Participation; *Citizenship Education; Citizenship Responsibility; Class Activities; *Community Services; Cooperative Learning; Critical Thinking; Curriculum Design; Elementary Education; *Experiential Learning; Group Activities; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Learning Strategies; Middle Schools; Social Sciences; *Social Studies; Student Attitudes; *Student Projects; *Thinking Skills; United States History; Writing Across the Curriculum
Identifiers: Carnegie Council on Adolescent Development; Civic Achievement Award Program; *Close Up Program

Describes programs of the Close Up Foundation for young students. Discusses group projects developed for the Civic Achievement Award Program that emphasize community service and cooperative learning. Concludes with a description of plans to develop Close Up programs for the elementary grades. (CFR)

EJ480325
Hicks, Karen, and Jordan Austin.
EXPERIENCING THE LEGAL SYSTEM: FAIRY TALE TRIALS FOR FIFTH GRADERS.
Social Studies 85 (January-February 1994): 39-43.

ISSN: 0037-7996
Available From: UMI
Language: English
Document Type: TEACHING GUIDE (052); JOURNAL ARTICLE (080)
Target Audience: Teachers; Practitioners
Descriptors: Childrens Literature; Citizenship Education; *Content Area Reading; Cooperative Learning; *Educational Strategies; Elementary Education; Experiential Learning; Fairy Tales; Grade 5; Interdisciplinary Approach; *Law Related Education; School Community Relationship; *Skill Development; *Social Studies; Student Participation; Teaching Methods; *Thinking Skills
Identifiers: Mock Trials; Telluride Elementary School Co.

Describes an instructional unit in which students developed a series of mock trials based on legal issues in popular fairy tales. Asserts that meaningful learning takes place when children's activities in schools involve real-life experiences. Provides a list of 19 legal issues found in fairy tales. (CFR)

EJ476701
Hobson, Cindy Graff, and David R. Zack.
EDUCATION FOR DEMOCRACY: THE CLOSE UP STORY.
Social Studies 84 (September-October 1993): 189-95.

ISSN: 0037-7996
Available From: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Target Audience: Teachers; Administrators; Policymakers; Practitioners
Descriptors: *Citizen Participation; *Citizenship Education; Civics; Democracy; *Democratic Values; Educational Objectives; *Experiential Learning; *Field Trips; Instructional Materials; Learning Strategies; Political Issues; *Public Affairs Education; Secondary Education; Social Studies; Teaching Methods; Thinking Skills; United States History
Identifiers: CIVITAS; *Close Up Program; Janger (Steve)

Discusses the concept of participatory citizenship in a democracy. Describes the origin and development of the Close Up Foundation, which sponsors study trips for secondary students to Washington, DC. Asserts that the teaching methods and materials used in the program promote effective learning and citizen participation. (CFR)

EJ467842
Jonsson, Ingrid.
CREATING CITIZENS.
International Studies in Sociology of Education 2 (1992): 185-98.

ISSN: 0962-0214
Language: English
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Target Audience: Teachers; Administrators; Practitioners
Descriptors: Citizen Participation; *Citizenship Education; *Civics; Comparative Education; Curriculum Development; Democratic Values; Educational Trends; Elementary Secondary Education; Evaluation; Foreign Countries; *History Instruction; Interdisciplinary Approach; *Outcomes of Education
Identifiers: Social Justice; *Sweden

Discusses the history of citizenship education in Sweden during the twentieth century. Maintains that struggles for power in society have implications for citizen education in the schools. Reviews recent trends and changes in the Swedish educational system and the impact on citizenship education. (CFR)

EJ469716
Kaplan, Howard.
A PREFACE TO "LAW IN WORLD CULTURES."
Update on Law-Related Education 16 (Fall 1992): 2.

Special theme issue on "Law in World Cultures."
ISSN: 0147-8648
Language: English
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Target Audience: Teachers; Practitioners
Descriptors: *Citizenship Education; Cultural Differences; *Cultural Interrelationships; *Cultural Pluralism; Curriculum Development; Elementary Secondary Education; Foreign Countries; History; Interdisciplinary Approach; *International Education; *Law Related Education; Political Science; Social Studies; World History

Asserts the importance of studying legal systems and traditions of other nations. Provides five rationale statements for including comparative legal studies in law-related education. Features the articles in this special theme issue on law in world cultures. (CFR)

EJ479436
Karnes, Frances A., and Ronald G. Marquardt.
PATHWAYS TO SOLUTIONS: USING CONFLICT RESOLUTION IN MATTERS OF THE GIFTED AND TALENTED.
Gifted Child Today (GCT) 16 (November-December 1993): 38-41.

ISSN: 0892-9580
Available From: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); NON-CLASSROOM MATERIAL (055)
Target Audience: Practitioners; Parents
Descriptors: Arbitration; *Civil Rights; *Conflict Resolution; *Court Litigation; *Due Process; Federal Aid; *Gifted; Law Related Education; Parent Teacher Conferences; Student Rights
Identifiers: *Office for Civil Rights

Educational disputes involving gifted students may be resolved via conferences with parties involved, mediation, due process, or court litigation. Students in programs or activities receiving federal support may file complaints with the U.S. Department of Education's Office for Civil Rights.

Suggestions are offered for becoming informed about relevant state laws, regulations, and court cases. (JDD)

EJ476924
Kelliher, Margaret F.
COMMUNITY SERVICE LEARNING: ONE SCHOOL'S STORY.
Equity and Excellence in Education 26 (September 1993): 12-14.

Theme issue devoted to community service learning.
ISSN: 1066-5684
Available From: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142); JOURNAL ARTICLE (080)
Descriptors: Acquired Immune Deficiency Syndrome; *Citizenship Education; Community Programs; Elementary Education; *Elementary School Students; Food Service; Homeless People; *Integrated Activities; Needs Assessment; Program Implementation; *Student Projects; *Urban Schools; Volunteers; Whole Language Approach; Writing (Composition)
Identifiers: Massachusetts (Springfield); *Service Learning; *Youth Community Service

Describes community service learning (CSL) programs at Pottenger School, Springfield (Massachusetts). The kindergarten through grade-12 school, a literature-based whole-language school, integrates CSL into the curriculum through writing about student experiences. CSL projects have included feeding the homeless, corresponding with a soldier, and making quilts for HIV positive babies. (SLD)

EJ475054
Knapp, Peter.
STRATEGIES FOR TEACHING LAW IN AMERICAN HISTORY.
Update on Law-Related Education 17 (Spring-Summer 1993): 17-22.

ISSN: 0147-8648
Language: English
Document Type: TEACHING GUIDE (052); JOURNAL ARTICLE (080)
Target Audience: Teachers; Practitioners
Descriptors: Class Activities; *Community Resources; Constitutional History; *Educational Strategies; Instructional Materials; *Law Related Education; Primary Sources; Role Playing; Secondary Education; Simulation; Social Studies; *Teaching Methods; Thinking Skills; *United States History; Writing Assignments
Identifiers: United States Constitution

Contends that teaching U.S. history and law are inextricably intertwined. Presents nine instructional strategies and accompanying examples to illustrate effective instruction combining law-related education and history. Includes lists of recommended resources and a teacher's bibliography. (CFR)

EJ469719
Kozlowski, Gregory C.
ISLAMIC LAW IN THE MODERN WORLD.
Update on Law-Related Education 16 (Fall 1992): 8-11, 48-49.

Special theme issue on "Law in World Cultures."
ISSN: 0147-8648
Language: English
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Target Audience: Teachers; Practitioners
Descriptors: Civil Rights; Cross Cultural Studies; *Cultural Differences; Cultural Influences; Elementary Secondary Education; Ethnocentrism; Foreign Countries; *International Education; *Islamic Culture; Justice; *Law Related Education; Laws; Religion Studies
Identifiers: *Islam; *Islamic Countries; Pakistan

Asserts that cultural differences and the media provide inaccurate impressions of both Islamic law and Euro-American law. Describes the historical background of Islamic law and the struggle between forces of fundamentalism and reform. Argues that the 2 legal systems have converged in the past 40 years. (CFR)

EJ475038
Mabe, Alan R.
MORAL AND PRACTICAL FOUNDATIONS FOR CIVIC EDUCATION.
Social Studies 84 (July-August 1993): 153-57.

ISSN: 0037-7996
Available From: UMI
Language: English
Document Type: REVIEW LITERATURE (070); JOURNAL ARTICLE (080)
Target Audience: Teachers; Administrators; Practitioners
Descriptors: Citizen Participation; *Citizenship Education; *Critical Thinking; Curriculum Design; Educational Objectives; Elementary Secondary Education; *Ethical Instruction; *Moral Values; *Political Socialization; Social Behavior; *Social Influences; Social Studies; Social Values; State Church Separation; Values Education
Identifiers: *Rawls (John)

Asserts that, although there is widespread agreement that civic education is a worthy educational goal, there is little agreement about its content or appropriate instructional methods. Maintains that effective moral education must involve discussion of substantive civic-moral issues and consideration of moral alternatives. Recommends using the new social contract approach of John Rawls. (CFR)

EJ476923
MacNichol, Roland.
SERVICE LEARNING: A CHALLENGE TO DO THE RIGHT THING.
Equity and Excellence in Education 26 (September 1993): 9-11.

Theme issue devoted to community service learning.
ISSN: 1066-5684
Available From: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141); EVALUATIVE REPORT (142); JOURNAL ARTICLE (080)
Descriptors: Academic Achievement; *Citizenship Education; Community Programs; Educational Change; Educational Environment; *Educational Practices; Elementary Secondary Education; Institutional Characteristics; *Outcomes of Education; *Professional Development; Program Descriptions; *Student Projects; Teacher Student Relationship
Identifiers: School Culture; *Service Learning; *Youth Community Service

Explores why community service learning (CSL) is the right thing to do for professional renewal, enrichment, and meaning. Examples are given from Gig Harbor High School (Washington). The role of CSL in changing school cultures is also examined. Service learning is a path to better ways to educate. (SLD)

EJ480304
McKay, Roberta.
CHARACTER EDUCATION: A QUESTION OF CHARACTER. CURRENT CONCERNS.
Canadian Social Studies 28 (Winter 1994): 46-47.

ISSN: 1191-162X
Available From: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Target Audience: Teachers; Administrators; Practitioners
Descriptors: Citizenship Education; Democratic Values; Educational Objectives; Educational Policy; Elementary Secondary Education; *Ethical Instruction; Foreign Countries; *Moral Development; *Role of Education; *Social Values; Student Attitudes; *Values Education
Identifiers: Canada; *Character Education; *Character Education Partnership

Examines recent developments related to the teaching of values in public schools. Maintains that the character education movement supports direct teaching of a set of core values designed to foster civic virtue. Discusses the "six pillars of character" being promoted in the United States by the Character Education Partnership. (CFR)

EJ480257
Mertz, Gayle.
THE SEVENTH GENERATION: A MOCK HEARING. TEACHING STRATEGY.
Update on Law-Related Education 17 (Fall 1993): 24-25.

ISSN: 0147-8648
Language: English
Document Type: TEACHING GUIDE (052); JOURNAL ARTICLE (080)
Target Audience: Teachers; Practitioners
Descriptors: Citizenship Education; *Class Activities; *Educational Strategies; Environmental Education; Environmental Influences; *Futures (of Society); Global Approach; International Law; *Law Related Education; Perspective Taking; *Role Playing; Secondary Education; Social Problems; Social Studies; Teaching Methods

Presents a classroom activity that features a mock hearing on environmental issues before an international court. Asserts that international cooperation is necessary if the world is to avert environmental disaster. Provides role descriptions for the witnesses and step-by-step instructional procedures. (CFR)

EJ475056
Miller, Ellery M., Jr., and Mary K. Campbell.
PREJUDICE, HYSTERIA, AND A FAILURE OF POLITICAL LEADERSHIP. TEACHING STRATEGY.
Update on Law-Related Education 17 (Spring-Summer 1993): 32-39.

ISSN: 0147-8648
Language: English
Document Type: TEACHING GUIDE (052); INSTRUCTIONAL MATERIAL (051); JOURNAL ARTICLE (080)
Target Audience: Teachers; Students; Practitioners
Descriptors: Class Activities; Constitutional History; Controversial Issues (Course Content); *Discriminatory Legislation; *Educational Strategies; Ethnic Bias; Foreign Countries; *Law Related Education; *Racial Segregation; Role Playing; Secondary Education; Teaching Methods; *United States History; *World War II
Identifiers: Cuba; *Japanese Relocation Camps; Supreme Court; United States Constitution

Presents a secondary lesson in which students examine the U.S. Constitution and decide about a simulated case of ethnic bias and discrimination. Links this case to the Japanese Relocation Camps in the United States during World War II. Provides lesson objectives, instructional procedures, and four student handouts. (CFR)

EJ469720
Mueller, Peggy.
LEGAL AND CULTURAL DIVERSITY: THE CHALLENGING CASE OF INDIA (COURTS AND COUNCIL).
Update on Law-Related Education 16 (Fall 1992): 12-20.

Special theme issue on "Law in World Cultures."
ISSN: 0147-8648
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052); JOURNAL ARTICLE (080)
Target Audience: Teachers; Students; Practitioners
Descriptors: *Class Activities; Constitutional Law; *Courts; Cross Cultural Studies; *Cultural Differences; Cultural Pluralism; Curriculum Design; Democratic Values; Ethnic Groups; Foreign Countries; International Education; Justice; *Law Related Education; Primary Sources; Secondary Education; Social Studies; Teaching Methods
Identifiers: Asia; *India

Provides a series of five classroom activities designed to teach about the interaction of culture and law in India. Explains that the tension between constitutional democracy and ancient traditions represents a serious challenge to India. Includes a map, four student readings, and a list of eight resources. (CFR)

EJ476922
Perrone, Vito.
LEARNING FOR LIFE: WHEN DO WE BEGIN?
Equity and Excellence in Education 26 (September 1993): 5-8.

Theme issue devoted to community service learning.
ISSN: 1066-5684
Available From: UMI
Language: English
Document Type: EVALUATIVE REPORT (142); JOURNAL ARTICLE (080)
Descriptors: *Citizenship Education; *Community Programs; Curriculum Development; Educational Change; Elementary Secondary Education; *Experiential Learning; Higher Education; Instructional Leadership; *Integrated Activities; School Restructuring; Student Employment; *Student Projects
Identifiers: *Service Learning; Student Engagement; *Youth Community Service

Explores community service learning as a way of revitalizing schools while integrating students into life in their communities. Service learning needs to be more than a single activity so that students see it in more than school terms. Several examples of student service projects are given. (SLD)

EJ466888
Radebaugh, Byron F.
A PROLEGOMENON TO THE DEVELOPMENT OF A DEMOCRATIC ETHIC.
Thresholds in Education 19 (1993): 2-6.

Part One of special issue, "Ethics & Education in a Changing Democratic Society: Politics, Policy, and Practice."
ISSN: 0196-9541
Language: English
Document Type: EVALUATIVE REPORT (142); JOURNAL ARTICLE (080)
Descriptors: *Citizenship Education; *Definitions; *Democratic Values; Elementary Secondary Education; *Ethical Instruction; Guidelines; *Values Education
Identifiers: *Dewey (John)

Explores two additional meanings of "moral democracy" to enhance John Dewey's concept and identifies possible procedures to identify basic democratic values. Reviews writings on some recognized scholars of democracy and explores how educators may use a democratic ethic to improve the quality of education in a changing democratic society. (MLH)

EJ476702
Richardson, Scott.
ACTIVE CIVIC LEARNING FOR SECONDARY SCHOOL STUDENTS.
Social Studies 84 (September-October 1993): 196-201.

ISSN: 0037-7996
Available From: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Descriptors: *Citizen Participation; *Citizenship Education; Civics; Community Education; Democracy; *Democratic Values; Educational Objectives; *Experiential Learning; *Field Trips; Instructional Materials; Learning Strategies; Lifelong Learning; Political Issues; *Public Affairs Education; Secondary Education; Social Studies; Teaching Methods; Thinking Skills
Identifiers: *Close Up Program
Target Audience: Teachers; Administrators; Practitioners

Describes a typical week for a secondary student participating in the Close Up Foundation's Washington-based field trip. Discusses the formal and informal curriculum and the interaction among students from different parts of the United States. Outlines Close Up programs at the local and state levels and the emphasis on lifelong learning. (CFR)

EJ469718
Robinson, Donald.
WORLD STUDIES THROUGH A COMPARATIVE CONSTITUTIONAL PRISM.
Update on Law-Related Education 16 (Fall 1992): 5-7,48.

Special theme issue on "Law in World Cultures."
ISSN: 0147-8648
Language: English
Document Type: PROJECT DESCRIPTION (141); REVIEW LITERATURE (070); JOURNAL ARTICLE (080)
Target Audience: Teachers; Practitioners
Descriptors: *Citizenship Education; Civil Rights; Constitutional Law; Democracy; *Democratic Values; Elementary Secondary Education; Feminism; Foreign Countries; Foreign Culture; *International Education; *Law Related Education; Social Studies; United States History; World History; *World War II
Identifiers: *Japan; Japanese Culture; *MacArthur (Douglas)

Emphasizes the importance of understanding the development of democracy around the world by comparative study of constitutions. Uses the development of the Japanese constitution after World War II as a case study. Describes the work of the team appointed by General Douglas MacArthur and the significance of the clause guaranteeing equal rights for women. (CFR)

EJ469722
Roedel, Ralf.
A CONSTITUTION FOR A UNITED GERMANY: THE BASIC LAW.
Update on Law-Related Education 16 (Fall 1992): 28-33,49-50.

Special theme issue on "Law in World Cultures."
ISSN: 0147-8648
Language: English
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Target Audience: Teachers; Practitioners
Descriptors: Civil Law; *Civil Liberties; *Constitutional Law; Cultural Differences; *Cultural Influences; *Democratic Values; Elementary Secondary Education; Ethnic Groups; Family (Sociological Unit); Feminism; Foreign Countries; Government (Administrative Body); International Education; *Law Related Education; Primary Sources; Social Studies
Identifiers: *Basic Law (West Germany); European Community; Family Law; *Germany

Describes the development and structure of the German constitution, known as The Basic Law. Discusses recent changes, particularly in areas of family law and women's rights. Contends that the German parliament is considering expanding provisions related to human rights. (CFR)

EJ476935
Seigel, Susan, and Virginia Rockwood.
DEMOCRATIC EDUCATION, STUDENT EMPOWERMENT, AND COMMUNITY SERVICE: THEORY AND PRACTICE.
Equity and Excellence in Education 26 (September 1993): 65-70.

Theme issue devoted to community service learning.
ISSN: 1066-5684
Available From: UMI
Language: English
Document Type: EVALUATIVE REPORT (142); JOURNAL ARTICLE (080)
Descriptors: *Citizenship Education; Community Programs; Critical Thinking; *Democracy; Educational Policy; *Educational Practices; Elementary Secondary Education; Program Descriptions; Program Implementation; Social Responsibility; Theories; *Theory Practice Relationship
Identifiers: *Community Service; Service Learning; *Student Empowerment; Youth Community Service

Outlines connections between community service experiences and preparing young people for participatory citizenship in a democratic society, identifying components of democratic education practices, distinguishing characteristics that promote democratic citizenship education, and describing several community service learning projects. (SLD)

EJ469724
Shiman, David.
AN AFRICAN PERSPECTIVE ON HUMAN RIGHTS.
Update on Law-Related Education 16 (Fall 1992): 40-47.

Special theme issue on "Law in World Cultures."
ISSN: 0147-8648
Language: English
Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052); JOURNAL ARTICLE (080)
Target Audience: Teachers; Students; Practitioners
Descriptors: *Civil Liberties; *Class Activities; *Constitutional Law; *Cultural Differences; *Cultural Influences; Democratic Values; Foreign Countries; Government (Administrative Body); Law Related Education; Primary Sources; Secondary Education; Social Studies
Identifiers: Africa; *African Charter on Human and Peoples Rights; *Universal Declaration of Human Rights

Presents a series of classroom activities comparing differing views of human rights in the United Nations Universal Declaration of Human Rights and the African Charter on Human and People's Rights. Includes excerpts from the African Charter on Human and People's Rights and the full text of the Universal Declaration of Human Rights. (CFR)

EJ480259

Smith, Melinda, ed.

BLACK MESA: A SENATE COMMITTEE HEARING SIMULATION. TEACHING STRATEGY.

Update on Law-Related Education 17 (Fall 1993): 32-36.

ISSN: 0147-8648

Language: English

Document Type: TEACHING GUIDE (052); INSTRUCTIONAL MATERIAL (051); JOURNAL ARTICLE (080)

Target Audience: Teachers; Students; Practitioners

Descriptors: Air Pollution; American Indian Culture; *American Indian Reservations; Cultural Differences; Economic Development; *Economic Impact; *Educational Strategies; Environmental Education; *Environmental Influences; *Law Related Education; Role Playing; Secondary Education; Social Studies; Teaching Methods; *Thinking Skills; Tribes; Water Pollution

Identifiers: *Arizona (Black Mesa); Hopi (Tribe); Navajo (Nation); Peabody Coal Company

Presents a classroom lesson based on a simulation of a U.S. Senate Committee hearing on the issue of coal mining on Arizona Indian reservations. Provides background information for student roles that include government representatives, coal company executives, and both traditional and progressive representatives of Native American tribes. (CFR)

EJ476936

STANDARDS OF QUALITY FOR SCHOOL-BASED SERVICE-LEARNING.

Equity and Excellence in Education 26 (September 1993): 71-73.

Theme issue devoted to community service learning.

ISSN: 1066-5684

Available From: UMI

Language: English

Document Type: EVALUATIVE REPORT (142); JOURNAL ARTICLE (080)

Descriptors: *Citizenship Education; Community Programs; Educational Change; *Educational Quality; Elementary Secondary Education; Experiential Learning; Higher Education; *Outcomes of Education; *School Community Relationship; *Standards

Identifiers: *Service Learning; *Youth Community Service

Presents standards of quality for school-based service-learning, excerpted from a document developed by the Alliance for Service Learning in Education Reform. These standards are expected to evolve as the practice of high-quality, school-based service learning grows. A distinction is drawn between service-learning and community service. (SLD)

EJ475052

Starr, Isidore.

THE LAW IN UNITED STATES HISTORY: A KALEIDOSCOPIC VIEW.

Update on Law-Related Education 17 (Spring-Summer 1993): 3-12.

ISSN: 0147-8648

Language: English

Document Type: REVIEW LITERATURE (070); PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)

Target Audience: Teachers; Practitioners

Descriptors: Citizenship Education; Citizenship Responsibility; Civics; Civil War (United States); *Constitutional History; *Democratic Values; Economic Factors; Elementary Secondary Education; *Law Related Education; Political Attitudes; Political Science; Presidents of the United States; Social Studies; *United States History

Identifiers: *Bill of Rights; *United States Constitution

Argues that it is impossible to teach U.S. history without discussing how law influences economic and social behavior. Examines five ideas associated with political science through six chronological periods of U.S. history. Includes an annotated bibliography linked to the political ideas and historical periods. (CFR)

EJ482202

Torney-Purta, Judith, and John Schwille.

CIVIC VALUES LEARNED IN SCHOOL: POLICY AND PRACTICE IN INDUSTRIALIZED NATIONS.

Comparative Education Review 30 (February 1986): 30-49.

ISSN: 0010-4086

Available From: UMI

Language: English

Document Type: REVIEW LITERATURE (070); JOURNAL ARTICLE (080)

Descriptors: *Citizenship Education; *Comparative Education; Cross Cultural Studies; *Developed Nations; Educational Objectives; Educational Policy; *Educational Practices; Elementary Secondary Education; *Social Values; *Values Education

Reviews comparative studies of values education in industrialized nations, focusing on the absence of value-neutrality among institutions and teachers; national differences in educational goals and contradictions among various goals; influence of nonschool factors; efficacy of educational policy about values; emphasis on common core values; and influences of hidden curriculum, school culture and climate, and educational practices. (SV)

EJ478483
Weber, Lee.
TEACHING ABOUT RELIGIONS IN GOVERNMENT/ CIVICS COURSES.
Social Studies 84 (November-December 1993): 262-66.

ISSN: 0037-7996
Available From: UMI
Language: English
Document Type: TEACHING GUIDE (052); PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Target Audience: Teachers; Practitioners
Descriptors: *Citizenship Education; *Civics; Constitutional History; *Course Content; Cultural Influences; Curriculum Design; Democratic Values; *Educational Strategies; Instructional Materials; Political Science; *Religion Studies; Religious Cultural Groups; Secondary Education; Teaching Methods; *United States Government (Course)
Identifiers: First Amendment; *United States Constitution

Asserts that before civics/government teachers teach about the First Amendment to the U.S. Constitution, students should be introduced to the religious and philosophical background of religions freedom in the United States. Identifies issues and historical documents that provide the foundation. (CFR)

EJ476704
Whittaker, Lynn Page.
CLASSROOM MATERIALS FOR CIVIC EDUCATION.
Social Studies 84 (September-October 1993): 207-12.

ISSN: 0037-7996
Available From: UMI
Language: English
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Target Audience: Teachers; Practitioners
Descriptors: Audiovisual Aids; Citizen Participation; *Citizenship Education; Civics; Class Activities; *Curriculum Design; Educational Objectives; History Instruction; *Instructional Effectiveness; *Instructional Materials; Learning Strategies; Primary Sources; Secondary Education; *Social Studies; Student Interests; Student Needs; Teaching Methods; United States Government (Course)
Identifiers: *Close Up Program

Describes instructional materials developed by the Close Up Foundation for use in its various programs. Asserts that the books, videotapes, and simulations meet student and teacher needs for relevant, high-interest, instructional materials. Concludes with a description of the development process used by the foundation. (CFR)

EJ480254
Williams, Mary Louise.
ONCE UPON A FUTURE TIME: THOUGHTS ON THE GLOBAL ENVIRONMENT AND LRE.
Update on Law-Related Education 17 (Fall 1993): 2-6.

ISSN: 0147-8648
Language: English
Document Type: PROJECT DESCRIPTION (141); JOURNAL ARTICLE (080)
Target Audience: Teachers; Practitioners
Descriptors: Citizen Role; Citizenship Education; Educational Objectives; Elementary Secondary Education; *Environmental Education; Environmental Influences; *Global Approach; *Interdisciplinary Approach; International Cooperation; International Relations; *Law Related Education; Overpopulation; Population Trends; Science and Society; Social Studies; *World Affairs

Argues that law-related education should prepare students to be able to debate global environmental issues. Discusses overpopulation, water quality, and species extinction. Concludes that law-related education's critical contribution may be to prepare citizens to balance competing interests and make decisions that promote the common good. (CFR)

EJ480255
Williams, Mary Louise.
MIMAMATA AND LOVE CANAL: A POLLUTION TALE OF TWO CITIES.
Update on Law-Related Education 17 (Fall 1993): 7-17.

ISSN: 0147-8648
Language: English
Document Type: TEACHING GUIDE (052); JOURNAL ARTICLE (080)
Target Audience: Teachers; Practitioners
Descriptors: Curriculum Development; *Educational Strategies; *Environmental Education; Environmental Influences; Foreign Countries; Hazardous Materials; *Law Related Education; Learning Activities; Pollution; Role Playing; Secondary Education; Social Studies; *Teaching Methods
Identifiers: *Japan; *New York (Niagara Falls)

Presents a lesson plan about case studies of the environmental disasters of Minamata, Japan and Love Canal, New York. Compares how the legal cases were handled in two constitutional democracies. Provides six handouts that include maps, role descriptions for simulations, and student readings. (CFR)

EJ475037
Wright, Ian.
CIVIC EDUCATION IS VALUES EDUCATION.
Social Studies 84 (July-August 1993): 149-52.

ISSN: 0037-7996
Available From: UMI
Language: English
Document Type: POSITION PAPER (120); TEACHING GUIDE (052); JOURNAL ARTICLE (080)
Target Audience: Teachers; Administrators; Practitioners
Descriptors: *Citizenship Education; Class Activities; *Democratic Values; Educational Objectives; Elementary Secondary Education; *Ethical Instruction; *Moral Values; Social Studies; Social Values; Student Attitudes; Teaching Methods; *Values Education
Identifiers: *Moral Behavior

Contends that the key questions in civic education are How should people be treated? and How should disputes between people be resolved? Argues that a moral system is necessary for a civil society and that schools have a responsibility to encourage common-sense notions of ethical behavior. Includes classroom activities to illustrate this approach. (CFR)

EJ475053
Zullo, Emil.
BACK TO THE FUTURE OF THE BILL OF RIGHTS.
Update on Law-Related Education 17 (Spring-Summer 1993): 13-18.

ISSN: 0147-8648
Language: English
Document Type: TEACHING GUIDE (052); INSTRUCTIONAL MATERIAL (051); JOURNAL ARTICLE (080)
Target Audience: Teachers; Students; Practitioners
Descriptors: Citizenship Education; *Class Activities; *Constitutional History; *Constitutional Law; Democratic Values; Educational Strategies; *Law Related Education; Role Playing; Secondary Education; Social Studies; Teaching Methods; Thinking Skills; *United States History
Identifiers: *Bill of Rights; Madison (James); *United States Constitution

Presents a lesson to help students understand the development and controversy surrounding the Bill of Rights in the U.S. Constitution. Examines constitutional amendment suggestions presented by four states represented at the Constitutional Convention of 1787. Includes two sets of student questions and four primary source readings. (CFR)

Part III

1994/5 ERIC/CHESS DIGESTS ON LAW-RELATED EDUCATION

An ERIC Digest is a two-page synthesis or overview of important literature on a topic of interest to social studies educators. There are more than 1,000 Digests on a variety of topics in the ERIC database, and collectively the ERIC Clearinghouses produce more than 100 new titles each year. The ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) annually produces eight-ten Digests.

Two of the Digests produced by ERIC/ChESS in 1994-1995 treat topics in law-related education: (1) MEDIATION IN THE SCHOOLS by David Keller Trevaskis and (2) TEACHING ABOUT LANDMARK DISSENTS IN UNITED STATES SUPREME COURT CASES by Robert S. Leming. These two Digests, reprinted here were produced jointly by ERIC/ChESS and the American Bar Association.

You can search and locate the complete texts of ERIC Digests on the CD-ROM versions of the ERIC database (available at hundreds of university and larger public libraries) and on the Internet. You can also contact the ERIC Clearinghouse that covers your topic and ask for its latest Digest list.

More than 50 ERIC Digests, published since 1990, on various topics in social studies are available from ERIC/ChESS. Direct your inquiries about titles and procedures for ordering these Digests to ERIC/ChESS, 2805 E. Tenth Street, Bloomington, IN 47408-2698 or call 800/266-3815.

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ERIC Digest EDO-SO-94-8 December 1994

Mediation in the Schools

by David Keller Trevaskis

Concern about violence in the schools has made the study of conflict and conflict management an urgent matter for educators today. Mediation is one form of conflict management that is getting widespread attention in schools across America. Mediation involves a neutral third person, called a mediator, who assists the disputants in resolving their problem with the consent of all parties. It offers a risk free way to settle disputes for the parties involved in the dispute. No agreement, no deal.

How Should Schools Address the Problem of Violence? Conflict is a normal, natural part of everyday life. The word conflict has its roots in the Latin word *conflictus*, meaning "striking together." Despite the violent overtones of its Latin translation, conflict and violence are not synonymous. However, unresolved and lingering conflict frequently leads to violence, interfering with productivity and the quality of life in schools and the community. Extensive data illustrate that instances of violence, including bias-related violence and disciplinary problems in schools around the country, are severely interfering with the learning environment of students. Almost 300,000 high school students are attacked physically each month and one in five students in grades 9 through 12 carries a weapon to school (Meek 1992, 48).

The rising incidence of violence in the schools has led numerous school districts to implement a wide range of costly safety measures from purchasing metal detectors to hiring full-time police officers. Although such measures may limit violent acts in the schools, they do not attack the causes of violence and often serve only to move the violence elsewhere in the community. There is a growing, common-sense consensus that the best way to handle violence in the schools and prevent its spread throughout the community is to defuse disputes before they turn violent.

Schools have attempted to manage interpersonal conflicts among students, teachers, and administrators by various models of discipline, such as referrals to the principal's office, detention, suspension, and expulsion. Yet, it does not appear that these methods teach the students the problem solving and conflict resolution skills they need for life to resolve conflict in a productive, non-violent way. Dissatisfaction with traditional processes established to settle disputes has led educators and others to try new ways of conflict resolution such as mediation.

The rush toward conflict resolution in the schools is mirrored in society at large by a move away from the traditional litigation model of problem solving in the courts. Alternative Dispute Resolution (ADR) efforts, including court-based mediation programs, are expanding throughout the justice system. Mediation as an alternative means of dispute resolution has been around in various forms since the 1960s. It received national attention in 1984 when the National Association for Mediation in Education (NAME) was formed. NAME brought together educators and mediators working in neighborhood justice centers to consider how best to teach about mediation and conflict resolution. (For more information contact NAME, 205 Hampshire House, P.O. Box 33635, University of Massachusetts, Amherst, MA 01003-3635; (413) 545-2462.) The mediation effort in schools was also spurred by the development of local programs that have grown to national stature, such as the Community Board Program in San Francisco and the New Mexico Center for Dispute Resolution based in Albuquerque.

How is Mediation Being Used in the Schools? Peer mediation programs, where students are trained generally to resolve disputes involving other students, have been shown to be an effective means of resolving disputes in school settings. Success rates of 58% to 93% have been achieved at various sites where success was measured by whether an agreement was reached and maintained at the time of a follow-up evaluation (Lam 1988; Johnson, Johnson, and Dudley 1992). There is anecdotal evidence that students transfer the mediation techniques learned in school to settings beyond the classroom. Students have reported using their mediation skills to resolve disputes at home with their siblings and in their community with peers (Johnson, Johnson, and Dudley 1992, 97).

Both mediators and disputants benefit from the mediation training and conflict resolution process. Students who are taught the skills of mediating disputes learn political skills which can be used beyond the classroom. Student mediators learn to listen effectively, summarize accurately, and think critically. Further, they develop skills on how to solve problems, to lead, to write, and to foster meaningful discussion among disputants. Since mediation seeks to solve a dispute and prevent its recurrence, student mediators learn to plan for the future. They learn about responsibilities as well as rights, about consequences as well as choices.

Disputants involved in mediation also learn many of these same lessons. More importantly, maybe for the first time in their lives, they learn non-violent ways that they can choose to resolve their conflicts. They learn that they can succeed at resolving conflicts peaceably, that they can resolve problems without resorting to violence. They also develop a capacity to empathize with others.

This creates a "chicken and the egg" element to bringing mediation programs into schools. Do you begin by teaching everyone the skills of conflict resolution, or do you begin by training a small group of peer mediators? Either approach may

David Keller Trevaskis is the Director of the Law, Education and Participation Project (LEAP) at Temple University Law School in Philadelphia.

be used at the start of a program, but there is a need to eventually teach everyone in the school community the skills involved in mediating disputes, so that the broader goals are achieved. Success of peer mediation should be studied in terms of broader issues of changing ways of thinking about and responding to conflict as well as specific improvements in school discipline and student behavior.

At the elementary school level, mediators generally work in teams on the playground, in the lunchroom, or in the classroom. Intervention is often immediate, with the mediators coming up to the disputants and asking if they would like to try to settle their problems. If they agree, the mediators and disputants move to a clear area and begin the mediation process. If the disputants refuse to participate, the mediators move on. Their job is to help parties resolve their disputes, not to police the area.

At the secondary level, peer mediators often have cases referred to them for mediation. These mediations take place in more formal settings, such as an empty office or classroom set aside for the mediation program.

Checklist for Mediation. Trained mediators follow a simple procedure, such as the model outlined below from the American Bar Association (Wolowiec 1984, 16):

Part I. Introduction
1. Have participants introduce themselves.
2. Explain the mediator's role.
3. Explain the ground rules. An example of a good ground rule is: Respect each other.
4. Explain steps of mediation.
5. Ask for any questions before you begin.

Part II. Telling the Story
1. Both parties tell their side of the story to the mediator.
2. Summarize both parties' side of the story.
3. Make sure *you* understand the conflict.
4. Make sure the parties understand the conflict.

Part III. Identifying Facts and Feelings
1. Parties tell their side of the story to each other.
2. Bring out facts and feelings of what the parties say.
3. Have parties change roles.
4. Summarize the facts and feelings of both sides.

Part IV. Generating Options
1. Ask both parties how they can solve the problem.
2. Write down all solutions.
3. Check off only the solution(s) that both parties can agree to.

Part V. Agreement
1. Use only the solutions that both parties agree to.
2. Write the contract up in parties' own words.
3. Everybody signs it.

Part VI. Follow-Up
1. Explain how follow-up works.
2. Remember to thank the people for being there and for letting the mediation service help them.

References and ERIC Resources. The following list includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia, 22153-2842; telephone numbers are (703) 440-1400 and (800) 443-3742. Entries followed by an EJ number, announced monthly in the CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal section of most larger libraries by using the bibliographic information provided, requested through Interlibrary Loan, or ordered from the UMI reprint service.

Johnson, David W., Roger T. Johnson, and Bruce Dudley. "Effects of Peer Mediation Training on Elementary School Students." MEDIATION QUARTERLY 10 (Fall 1992): 89.

Johnson, David W., and Roger T. Johnson. "Students as Peacemakers: Peer Mediation Training." THE FOURTH R 3 (February/March 1992): 7, 11.

Lam, Julie A. THE IMPACT OF CONFLICT RESOLUTION PROGRAMS ON SCHOOLS: A REVIEW AND SYNTHESIS OF THE EVIDENCE. Amherst, MA: National Association for Mediation in Education, 1988. ED 358 535.

Lane, Pamela S., and J. Jeffries McWhirter. "A Peer Mediation Model: Conflict Resolution for Elementary and Middle School Children." ELEMENTARY SCHOOL GUIDANCE AND COUNSELING 27 (October 1992): 15-24. EJ 454 113.

Meek, Michael. "The Peacekeepers." TEACHING TOLERANCE 1 (Fall 1992): 46-52. EJ 458 627.

Mitchell, Vernay. CURRICULUM AND INSTRUCTION TO REDUCE RACIAL CONFLICT. ERIC Digest No. 64. New York: ERIC Clearinghouse on Urban Education, 1990. ED 322 274.

Newton, Ansley. STUDENTS AS MEDIATORS. PROJECT SEED. Auburn, ME: Maine Center for Educational Services, 1993. ED 361 631.

Robertson, Gwendolyn. SCHOOL-BASED PEER MEDIATION PROGRAMS: A NATURAL EXTENSION OF DEVELOPMENTAL GUIDANCE PROGRAMS. Gorham, ME: University of Southern Maine, 1991. ED 346 425.

Satchel, Brenda B. INCREASING PROSOCIAL BEHAVIOR OF ELEMENTARY STUDENTS IN GRADES K-6 THROUGH A CONFLICT RESOLUTION MANAGEMENT PROGRAM. Lakeland, FL: Nova University, 1992. ED 347 607.

Sorenson, Don L. CONFLICT RESOLUTION AND MEDIATION FOR PEER HELPERS. Minneapolis, MN: Educational Media Corporation, 1992. ED 347 414.

Wolowiec, Jack, ed. EVERYBODY WINS: MEDIATION IN THE SCHOOLS. Chicago: American Bar Association, 1994. ED number will be assigned.

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2805 EAST TENTH STREET • SUITE 120
INDIANA UNIVERSITY
BLOOMINGTON, INDIANA 47408
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ERIC Digest EDO-SO-95-1

January 1995

Teaching about Landmark Dissents in United States Supreme Court Cases

by Robert S. Leming

Since the Marshall Court in the early nineteenth century, the U.S. Supreme Court has issued a single opinion indicating its decision in a case. The Court disposes of each case it reviews by majority rule (typically either affirming or reversing) and provides a rationale for its decision. The disposition and rationale are both critical elements of the Court's decision. In providing reasons for its decision, the Court may offer constitutional interpretations which have a significant impact on American law and society. Moreover, what often makes Court cases compelling as human drama is that they typically involve real people engaged in disputes which have been brought to the justice system for resolution. This is the "disposition" of a case.

In cases where some justices do not agree completely with the Court's decision, they may write or join concurring and dissenting opinions. In "concurring" opinions, justices agree with the majority regarding the outcome of the case, but disagree, in some way, with the reasons that support the outcome. In "dissenting" opinions, justices disagree with the outcome of the case and present rationales for their views. Justices offer reasons for their decisions based upon their understanding of law, history, and policy.

Unlike the Court's majority opinions, dissents have no legal force. Typically, they simply provide justices disagreeing with the majority an opportunity to express their dissatisfaction with the outcome and explain their disagreement. Nevertheless, dissenting opinions can have a greater impact. For instance, they might encourage federal legislation to reverse or limit the Court's decision. Moreover, dissenting justices may hope to influence, ultimately, the Court itself in future decisions. While the Court typically follows its own precedents in deciding cases (under the established judicial principle of *stare decisis* or "let the decision stand" in Latin), it has, on occasion, overturned or significantly modified its own earlier decisions. In exceptional cases, dissents have attained landmark status in American legal history in that they influenced subsequent reversals by the Court or otherwise have come to articulate revised opinions of the Court on significant matters of constitutional interpretation and public policy.

Infusion of Landmark Dissents into the Curriculum. Landmark dissents, those which influenced subsequent Court decisions, should be included prominently in United States history and government courses. Notable examples are the dissenting opinions in *Plessy* v. *Ferguson* (1896), *Olmstead* v. *United States* (1928), *Minersville School District* v. *Gobitis* (1940), and *Betts* v. *Brady* (1942).

One of the most influential dissents was crafted by Justice John Marshall Harlan in the 1896 case of *Plessy* v. *Ferguson*. Homer Plessy, acting on the behalf of a Louisiana Citizen's Committee formed to protest laws established to keep blacks and whites separate, bought a first-class ticket on a Louisiana train. Plessy, who had one great-grand parent of African descent, boarded the train and sat in a railroad car reserved for whites only, ignoring the coach marked "colored only." After refusing to change seats, Plessy was arrested for violating the Separate Car Law requiring separate railroad seating for blacks and whites.

The central issue in this case involves the question of whether or not the state law requiring separate railroad accommodations violated the 13th Amendment's outlawing of slavery or the 14th Amendment's guarantee of equal protection of the laws for all citizens. The Supreme Court ruled against Plessy, holding that the "equal protection of the laws" clause of the 14th Amendment allowed "separate but equal" facilities for blacks. The Court also ruled that the Separate Car Law did not violate the 13th Amendment's ban on slavery.

The lone dissent in *Plessy* was written by Justice John Marshall Harlan who wrote, "But in view of the Constitution, in the eye of the law, there is in this country no superior class of citizens. There is no caste here. Our Constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law." Justice Harlan, who had been a slave owner from Kentucky, warned future generations against the evils of giving a legal sanction to class distinctions.

In 1954 the Court, in line with Justice Harlan's dissent, finally ended over 50 years of "separate but equal" legislation with the *Brown* v. *Board of Education* ruling which struck down laws that enforced racial segregation in public schools.

In the 1928 U.S. Supreme Court case of *Olmstead* v. *United States*, decided by a 5-4 vote, Justice Louis Brandeis's dissenting opinion argued for a constitutional right to privacy and warned future generations about the advancement of technology and its possible intrusion into constitutionally protected areas. In 1924 Mr. Ralph Olmstead stood accused of violating the Volstead Act which outlawed the transportation or sale of alcoholic beverages anywhere in the United States. The evidence against Olmstead was gathered through the use of electronic wire-tapping of Olmstead's office and home. Olmstead claimed his Fourth and Fifth Amendment rights had been violated. Olmstead believed the search of his house and office was illegal and that his conversations should not be used to self-incriminate him in court. The U.S. Supreme Court, however, did not agree with Olmstead. Chief Justice William Howard Taft argued that the search of Olmstead's property did not violate the Fourth Amendment's protection against unreasonable searches and seizures because the police did not physically enter Olmstead's house or office and

Robert S. Leming is the Director of the Indiana Program for Law-Related Education at the Social Studies Development Center of Indiana University.

seize physical evidence. Rather, the police overheard telephone conversations over "...wires reaching into the whole world from the defendant's house or office."

Justice Louis Brandeis, one of four justices dissenting in this case wrote, "The progress of science in furnishing the Government with means of espionage is not likely to stop with wire-tapping. Ways may some day be developed by which the Government, without removing papers from secret drawers, can reproduce them in court, and by which it will be enabled to expose to a jury the most intimate occurrences of the home." Justice Brandeis further argued that the "right to be let alone" was the most important right available to mankind.

Forty years later the U.S. Supreme Court embraced Brandeis's opinion in the 1967 *Katz* v. *United States* case which overturned the *Olmstead* decision. The *Katz* decision (7-1) concluded that wiretaps and other types of electronic surveillance were unconstitutional because they violate an individual's right to be protected against unreasonable searches and seizures.

In 1940, the Court decided the case of *Minersville School District* v. *Gobitis*, which upheld a flag salute requirement for students attending a public school. Two students, Lillian and William Gobitis, were members of the Jehovah's Witnesses faith, which believed that saluting the flag was a crime against God. They were expelled from school for not saluting the American flag. The Court, in its 8-1 decision, argued that religious freedoms must yield to state authority as long as the state was not directly restricting or promoting religion. Justice Harlan Fiske Stone dissented, arguing that religious freedom was outside the jurisdiction of the government. Three years later, in a 6-3 decision, the Court reversed itself in *West Virginia State Board of Education* v. *Barnette*. The decision was reversed, in part, because Justice Stone had become the Chief Justice and two new members had joined the Court.

In 1942, Justice Hugo Black dissented in the *Betts* v. *Brady* case, decided 6-3, by arguing that defendants in state courts should have the same right to counsel that defendants do in federal courts. Justice Black's dissent relied on his own opinion in an earlier case, *Johnson* v. *Zerbst* (1938), when he wrote, "The Sixth Amendment stands as a constant admonition that if the constitutional safeguards it provides are lost, justice will not 'still be done.' It embodies a realistic recognition of the obvious truth that the average defendant does not have the professional legal skill to protect himself when brought before a tribunal with power to take his life or liberty." The Court, however, rejected Black's argument, refusing to extend the right of counsel to defendants in noncapital felony cases at the state level.

Justice Black's opinion became the majority view in 1963 when the Court overturned *Betts* in *Gideon* v. *Wainwright* in a 9-0 decision. In *Gideon* the Court ruled that the Sixth Amendment, as applied to the states by the Fourteenth Amendment, required that indigent defendants charged with serious offenses in state criminal trials must be represented by counsel.

Instructional Strategies for Teaching Dissents. A moot court simulation is a very exciting method that involves students in a role play of the United States Supreme Court. Students are exposed to the opinions developed by the Supreme Court Justices and are given the opportunity to develop their own arguments and express them in written and oral forms. A moot court simulation allows for historical connections to be made between cases and their effect on the American judicial system and American society.

Another effective instructional strategy is the case study method, in which students are encouraged to carry out the following steps: review the background information and the facts; determine the main issue(s); examine different arguments on the issue; consider the decision (with majority and minority opinions) and legal reasoning; and assess the implications and historical significance of the case.

References and ERIC Resources. The following list includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia, 22153-2842; telephone numbers are (703) 440-1400 and (800) 443-3742. Entries followed by an EJ number, announced monthly in the CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal section of most libraries by using the bibliographic information provided, requested through Interlibrary Loan, or ordered from the UMI reprint service.

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Part IV

ESSENTIALS OF LAW-RELATED EDUCATION:
A GUIDE FOR PRACTITIONERS
AND POLICY MAKERS

A Guide for Practitioners & Policymakers

Essentials of Law-Related Education

skills

practices

concepts

values

attitudes

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ABA

Special Committee on Youth Education for Citizenship

Chair, ABA Special Committee on Youth Education for Citizenship/ Al Ellis
Director, Youth Education Programs/ Christine Watkins
Editor/Howard Kaplan
Editorial Director, Youth Education Publications/ Seva Johnson

The national standards grew out of the National Education Goals formulated by the Bush Administration in collaboration with the nation's governors. Subsequently, this policy was codified in the Goals 2000 legislation passed by Congress in spring 1994.

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American Bar Association

Introduction

Each year, the American Bar Association Special Committee on Youth Education for Citizenship sponsors the National Law-Related-Education Leadership Seminar. This seminar brings together over 200 members of the law-related-education (LRE) community to share exemplary LRE programs and curricula, explore new directions in content and delivery, gain insights and affirmation through networking, and address issues of broad scope and significance in education.

At our 1992 seminar, held in Indianapolis, Indiana, Fran Haley (former executive director of the National Council for the Social Studies) cautioned and challenged LRE leaders not to be passive bystanders as the national standards were formulated in a range of subject areas central to LRE. During the seminar's deliberations, some of our colleagues voiced concern about the implications of the "standards movement" for elementary and secondary school instruction. Others expressed the need for a clear articulation of LRE's goals, content, and effectiveness. A strong consensus arose from those present that, if LRE was to remain in the school curriculum, law-related educators had to become actively engaged in the deliberations of this revolutionizing "movement" taking place in education.

Hence, the Special Committee undertook to coordinate the National LRE Essentials Initiative, with the purpose of setting forth a statement of what is "essential" to LRE as our field envisions it, and seeks to maintain it, as an integral part of elementary and secondary education in the twenty-first century. The resulting document draws upon the wisdom and experience of law-related educators over many years and reflects the input of LRE leaders from throughout the nation.

SPECIAL COMMITTEE ON
Youth Education for Citizenship
AMERICAN BAR ASSOCIATION

Presented in this booklet, the LRE Essentials concentrates on four areas – concepts and subject matter; attitudes, beliefs and values; skills; and instructional practices and contexts which together provide optimal opportunities for students to learn about their roles and responsibilities as citizens. Throughout the development of the LRE Essentials, we focused on the potential benefits and outcomes of this effort:

- ▲ Helping the LRE field establish priorities and prepare effectively to address the needs of elementary and secondary students in the twenty-first century
- ▲ Insuring that curricular elements essential to LRE are among national, state, and local educational priorities, including national standards for civics and government, history and social studies; national assessments; and other student performance indicators
- ▲ Providing national advocacy for LRE by mobilizing and directing the field's active participation in the national education standards movement

As with any project of this type, it was necessary to call on a select group of colleagues to advise and guide the effort to completion. The LRE Essentials was "twice blessed." First, we benefited from the vision and support of members of the Special Committee and its Advisory Commission, under the leadership of Margaret Bush Wilson, Chair, 1993-94. Their decision to devote resources and staff to this effort was crucial to its success. Second, we benefited from the expertise and commitment of our colleagues on the Teacher Education Board, chaired by Dr. David Naylor, University of Cincinnati, who worked with staff to craft the process, clarify the focus, and maintain the integrity of the initiative throughout its development.

When we embarked upon this effort in 1992, I asked Howard Kaplan on our staff to accept the responsibility of coordinating it. Through its completion he has worked tirelessly to consolidate and organize, into an end-product that is both clear and useful to its audience, the wealth of information obtained in the range of consensus-building activities that were conducted over a three-year period.

The LRE Essentials reflects the input, commitment, and expertise of the diverse constituents of our field. Did we reach consensus on all elements? No! What we achieved through this process, in my opinion, is a more satisfactory and comprehensive answer to the often asked question: What is law-related education?

As always, I extend my sincere appreciation for the efforts and support of all my LRE colleagues in creating this defining statement of our work.

Mabel C. McKinney-Browning
Director, ABA Division for Public Education
January 1995

Statement of Law-Related Education Essentials

What is essential to LRE?

LRE has been defined as "education to equip nonlawyers with knowledge and skills pertaining to the law, the legal process, and the legal system, and the fundamental principles and values on which these are based" (Law-Related Education Act of 1978). LRE is typically understood to foster the knowledge, skills, and values that students need to function effectively in our pluralistic, democratic society based on the rule of law. Law-related educators strive to develop the active citizens our society requires: those who can understand, live in, and contribute positively to the civic communities to which they belong.

Law saturates our lives irrespective of age or setting. Consequently, LRE focuses on real issues that affect real people in real situations. Through LRE, educators seek to elucidate essential concepts—including law, power, justice, liberty, and equality—fundamental to our constitutional democracy and to the structure and functioning of other societies. LRE enables educators to teach how the law and legal issues are essential to the functioning of politics, culture, and society. In so doing, it explores how the law affects students and how they, in turn, can affect the law. LRE strives to illuminate the substantive and procedural values underlying our legal system, fostering the formation of beliefs and attitudes that support such values.

LRE provides students with active learning experiences that permit them to explore their rights and responsibilities under the law, confront and resolve disputes, and discuss and analyze public issues. By so doing, LRE fosters the development of lifelong skills all citizens need, including the ability to think critically; gather, interpret, and act appropriately on information; and participate effectively in our law-based society.

While the essential LRE elements enumerated in this publication—subject matter; instructional practices and contexts; skills; and attitudes, beliefs, and values—can and have been distinguished for analytical purposes, they are inextricably interconnected in the practice of LRE. For instance, through LRE, educators help students value fairness and might challenge students' understanding of the concept by asking them whether fairness requires a community to offer everyone a quality education. In pondering whether liberty should include a right to education, students in LRE might be asked to consider whether property rights include a right to buy a better education. If so, students might be asked to consider, does that freedom undermine equality as a social ideal? In experiencing and considering these issues through the active learning strategies characteristic to LRE, students should learn how to formulate informed opinions, decide how to act, and develop a variety of other critical skills. Moreover, as a result of LRE instructional processes, educators foster the attitudes, beliefs, and values essential to LRE.

What subject matter is essential?

Concepts central to LRE include law, justice, power, equality, property, and liberty. Through LRE, teachers can teach what abstract concepts such as "liberty" actually mean through examination of specific contexts and practices. For example, they can help students understand "liberty" by giving them opportunities to learn about liberties guaranteed under the U.S. Constitution. With that knowledge, students can become aware that such liberties can still be the source for continuing controversies in contemporary society, such as when individual liberties conflict with majority values or public policy priorities. A further example is provided by the concept of property, an examination of which cuts across many topics, from consumerism to the environment. For instance, in teaching about the property rights protected by the Constitution, educators might ask students whether and how such rights have or might collide with the ideals of liberty, justice, or equality.

The relationship between citizen and society is essential to LRE, which should illustrate significant connections between students and larger communities, such as town, nation, and world. Some law-related educators might focus primarily on law that affects the daily lives of all people, including criminal and civil law. Others might concentrate on fundamental legal concepts and principles, including their origins, evolution, and contemporary influence and impact. Still others might stress the application of LRE principles and skills in specific real-world situations, both personal and civic.

LRE instruction should recognize that government use of power and authority can bring both order and the risk of abuse. Law-related educators might help students understand that the Constitution limits governmental power by separating, and sharing, it. Educators might also ask students to ponder the relationship between power and law, considering such topics as civil disobedience, conscientious objection, capital punishment, and victimless crimes.

LRE emphasizes the role of due process of law as essential to justice in our system of governance. Teachers might focus on justice through civil, criminal, and juvenile law, or through such topics as mercy killing or cruel and unusual punishment. In dealing with equality, teachers might have students study issues of racial or gender discrimination, voting rights, or affirmative action. In so doing, students will be able to reflect on the difference between equal opportunity as a constitutional ideal and as a day-to-day reality.

In teaching how ideals valued in the abstract often come into conflict in specific practices and applications, LRE should impel students to grapple with fundamental conflicts or tensions such as those between liberty and equality, unity and diversity, power and justice, freedom and order, and rights and responsibilities. For instance, law-related educators might explain that the contemporary controversy over "hate speech" can be seen as a conflict between the ideals of liberty and equality or, alternatively, of unity and diversity.

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How and where should LRE be taught?

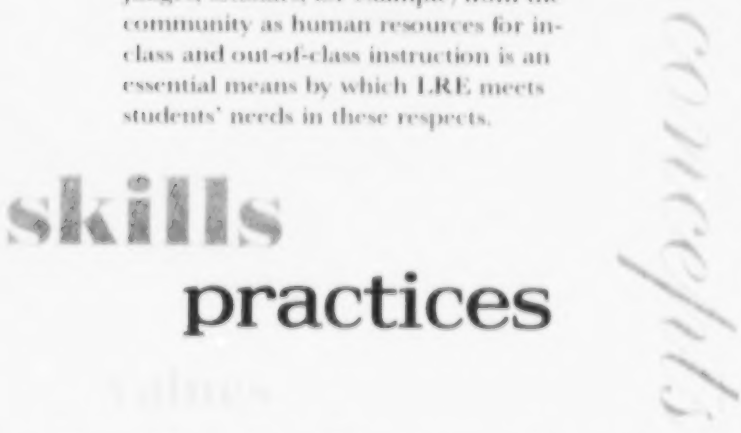
Law-related educators should require students to participate actively in their own learning. For instance, by using role play in the classroom, teachers can encourage students to voice diverse opinions about legal issues. By having students compare and contrast several court decisions on one issue, teachers can encourage students to address judicial decisions in historical context, assess the role of precedent, and comprehend the nature of historical and social change. In helping students stage mock trials, teachers can enable students to experience the judicial process.

The classroom that best fosters LRE is student focused. The ideal LRE classroom acts as a forum where students can freely discuss conflicting ideas. In drawing such ideas from a cross-section of subjects, teachers give students a taste of the complexity of legal issues. LRE classrooms should have diverse, high-quality resources that provide students with the information they need while conveying the fact that different people can legitimately and reasonably have different opinions and perspectives on issues. Enlisting LRE professionals (lawyers, law-enforcement professionals, judges, scholars, for example) from the community as human resources for in-class and out-of-class instruction is an essential means by which LRE meets students' needs in these respects.

LRE teaching strategies necessarily include inquiring into, and deliberately considering, controversial issues. The teaching strategies used in LRE should enable students to identify fundamental values in conflict and emphasize the higher-level thinking skills required for students to grapple successfully with such issues.

LRE does not need to be restricted to one class, course, or subject area. The constellation of values, knowledge, and skills that comprise LRE can be woven throughout the school curriculum beginning in the primary grades. Effective LRE programs should consist of carefully planned, integrated, sequenced, and cumulative instructional experiences. For instance, beginning with the early grades, LRE might emphasize fundamental concepts and values such as justice, liberty, and equality. In later grades, such concepts and values can be addressed through examination of more complex issues and dimensions of our shared constitutional ideals, and their national and global implications.

While LRE is especially well suited to the curricular goals of the social studies, it doesn't need to be limited to that area. LRE can be taught in some fashion in all academic subjects. It infuses every subject of the school curriculum, just as law infuses every aspect of our everyday lives. For example, when students read *To Kill a Mockingbird* in language arts, it is both natural and appropriate for them to explore why the law may fail to provide justice to someone accused of a crime. When students use computer software in a mathematics classroom, copyright considerations inevitably arise and merit exploration. And when students in science classrooms consider aspects of our physical environment, the role of law in protecting it will emerge logically.



Schools are the ideal place for young people to learn about the law. Yet LRE should not be a matter for schools alone. Every part of the community can promote and reinforce LRE lessons. Families, for example, can provide a basic orientation toward authority, justice, and responsibility. The media, especially television, can be another excellent LRE vehicle. The media are well equipped to focus citizen attention on important law-related issues and to provide important information about them. Teachers who capitalize on these opportunities can do much to have their students engage in thoughtful discussions about law and citizenship.

What skills should LRE foster?

Law-related educators should help students develop the skills needed to acquire information about the role of law in constitutional democracies and other societies and how it is connected to their lives; how they can communicate their ideas, beliefs, and opinions about the law and legal issues; and how they can actively and constructively participate in group or broader civic affairs. Thinking skills developed in LRE include analyzing and interpreting judicial opinions and other legal documents; developing a capacity for understanding when and how laws apply to specific fact situations; critically assessing laws and legal issues; and developing a capacity for understanding and evaluating controversies and conflicts arising from legal issues. LRE also develops students' communications and social participation skills, including persuading others regarding beliefs and actions related to the law; participating collectively in making rules and setting goals; building consensus through deliberation, negotiation, compromise, and conflict resolution; and working cooperatively to make decisions and take actions concerning hypothetical or actual legal and law-related social issues.

Law-related educators should help students acquire such skills through guided discussions on interesting, relevant topics. For instance, kindergartners might ponder authority by discussing people who have authority over them and situations where people, such as classroom bullies, exert power but do not have authority. Fifth-graders might discuss what punishments are most effective and just for young people who have broken school rules or the law. High-school students might develop their own rules to resolve classroom conflicts or draw up policies to alleviate schoolwide problems.

What attitudes, beliefs, and values should LRE foster?

LRE does more than provide students with information about the law and legal issues while developing essential skills. It also cultivates certain attitudes, beliefs, and values in students as both essential preconditions for, and outcomes of, students' understanding in LRE. These essential attitudes, beliefs, and values include a commitment to constitutional democracy; dedication to the ideal of justice in society; informed, active, and responsible participation in civic life; respect for the fundamental dignity and rights of humans; and appreciation for legitimately resolving societal conflicts and differences. LRE helps students understand both how law reflects and shapes collective values, beliefs, and dispositions and, in turn, how collective values, beliefs, and dispositions reflect and shape law. In so doing, LRE also helps students understand how law can and has promoted social cohesion and effected social change.

Subject Matter

Law

- How the role of law is fundamental in democratic and other societies
- How laws are made, enforced, and interpreted
- How various legal systems and cultures are similar and different
- How law and legal institutions have developed historically
- What the structure and function are of adversarial and other legal systems
- What the types of law are, including constitutional, criminal, civil, administrative, and international law
- How law relates to key concepts and values, including power, justice, liberty, and equality, under both actual and possible social conditions

Power

- How power is structured and how it functions in societies
- How governments are established (purpose, authority, and limits)
- How U.S. and other constitutional systems legitimate power in societies
- What the similarities and differences are among different types of governance (historical, contemporary, and ideal)
- What key concepts and attributes are of U.S. constitutionalism
  - rule of law ("government of laws, not men")
  - popular sovereignty
  - federalism (system of shared powers)
  - separation of powers
  - balance of majority rule and minority rights
  - social contract and reciprocity of rights and responsibilities
  - limited government
  - consent of the governed
  - democracy and republicanism
  - enumerated rights (Bill of Rights)
  - property rights
  - representative institutions and electoral democracy
  - capacity for and specific practices of constitutional amendment and change to reflect changing social conditions, values, and public policy priorities
- How laws establish sanctions and provide punishments for crimes and other transgressions
- What the relationship of Native American societies is to the U.S. political system (history, sovereignty, treaties, contemporary conditions, and practices)

Justice

- Ideals and practices of justice in different societies
- Role of courts and other institutions/professionals of the justice system in American government and society
- Role of adversarial system and other mechanisms for resolving disputes and conflicts in society
- The way specific practices, decisions, and events have—and have not—fulfilled our ideals of justice
- The way achieving justice has been a motivating ideal for individuals and groups in American and other societies (historical and contemporary)
- Definition of certain attributes and values of the U.S. justice system
  - common-law tradition
  - rule of law
  - judicial review
  - *stare decisis* (rule of precedent)
  - peer jury system
  - distinction between civil and criminal law
  - due process of law
  - privilege against self-incrimination
  - presumption of innocence (criminal cases)
  - prohibition against cruel and unusual punishment
  - constitutional limitations on search and seizure

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CONCEPTS

Liberty

- Concept of human rights—including individual, political, social, and economic rights
- Principle of "ordered liberty"
- Fundamental constitutional rights
  - freedom of speech
  - freedom of the press
  - religious freedom
  - right to assemble peaceably
  - right to petition government
  - right to privacy
- Civil rights
- The way preserving liberty has been a motivating ideal for individuals and groups in American and other societies (historical and contemporary)

Equality

- How and why different human societies have variously aspired to ideals, and instituted practices of, social equality or inequality (hierarchy)
- How law promotes, limits, and defines equality as a social ideal and condition in American and other societies
- How equal protection of the laws is established under the U.S. constitutional system (Fourteenth Amendment) and how this right has or has not been guaranteed throughout American history
- How the franchise (voting rights) has been extended to different social groups in American and other societies
- How public policies have been employed to promote or inhibit inclusiveness in American and other societies (including affirmative action)
- How social equality has been a motivating ideal for individuals and groups in American and other societies (historical and contemporary)

Essential Documents

- U.S. Constitution and Bill of Rights
- U.S. Declaration of Independence
- Federalist Papers
- Landmark U.S. Supreme Court Cases

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Contexts and Practices of Instruction

Conditions Necessary for Effective LRE Instruction

- Access to, and use of, community resource leaders
- Access to, and use of, exemplary instructional materials
- Student-centered classroom
- School/classroom climate conducive to learning
- Teachers and other school staff trained to deal effectively with controversial issues and conflict
- Problem-oriented approach to instruction
- Support of school administrators and community
- Provision of opportunities for students to practice ideals to be learned
- Provision of learning opportunities beyond the classroom
- Parental involvement in school
- Developmentally appropriate instruction

Instructional Strategies

- Instruct interactively
  - use cooperative learning strategies, simulations, and role plays (including mock trials; moot courts; model legislatures; preparation of classroom constitutions, rules, and laws)
  - use group work activities, including group research projects
  - incorporate community-based learning into instruction (including service learning, lobbying, mentoring)
  - use experiential learning strategies
  - individualize instruction
- Develop curriculum
  - balanced
  - relevant
  - deliberate in consideration of controversial issues
  - designed to examine public policy issues and help students make informed decisions about possible outcomes and weigh the consequences of these outcomes
- Use demonstrations and lectures, as appropriate, to instruct students about the law and legal issues

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Skills

Assessment

- Emphasizes "authentic" assessment (integrates assessment with the total instructional process)
- Assesses students' values, interests, experiences, and knowledge prior to, and after, instruction (pre- and post-assessment)
- Incorporates peer assessment and students' self-assessment
- Bases assessment on performance and outcomes
- Provides opportunities to apply what has been learned

Research

- Knowing how to acquire information related to the law and legal issues (e.g., court decisions, legislation, and constitutions) in libraries and other repositories
- Conducting personal interviews or engaging in field research about legal issues
- Organizing information

Thinking

- Analyzing and interpreting judicial opinions and other legal documents or issues
- Developing capacity for understanding when and how laws apply to specific fact situations

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- Summarizing and synthesizing law-related information
- Critically assessing laws and legal issues
- Developing capacity for understanding and evaluating controversies and conflicts arising from legal issues
- Making informed decisions and judgments about situations involving the law and legal issues

Communications and Social Participation

- Articulating and expressing ideas, beliefs, and opinions regarding legal issues
- Developing capacity for communicating and interacting with those from diverse backgrounds and circumstances
- Persuading others regarding beliefs and actions related to the law
- Participating collectively in making rules and setting goals
- Building consensus through deliberation, negotiation, compromise, and conflict resolution
- Working cooperatively with others to make decisions and take actions concerning hypothetical or actual legal and law-related social issues

Attitudes, Beliefs, and Values

Substantive

- Cultivating a commitment to constitutional democracy
- Furthering dedication to the ideal of justice in society
- Valuing informed, active, and responsible participation in civic life
- Fostering respect for fundamental human rights and dignity
- Appreciating the value of legitimately resolving conflicts and differences in society

Procedural

- Understanding how law promotes social cohesion and effects social change (including practice of civil disobedience)
- Understanding how law reflects and shapes collective values, beliefs, and dispositions
- Understanding how collective values, beliefs, and dispositions reflect and shape law
- Understanding how attitudes, values, and beliefs essential to LRE are fostered through teaching of fundamental subject matter employing critical instructional practices

Selected LRE Resources

This annotated bibliography is designed to acquaint the reader with selected publications on the rationale for and history of LRE. These works indicate the range of resources available and provide a basic understanding of LRE's development and goals.

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Mondschein, Eric, and Gregory Wilsey. *Subject-Matter Essential to LRE.*

O'Brien, Joseph. *Instructional Practices Critical to LRE.*

Skeel, Dorothy. *Essential Skills Developed in LRE.*

Starr, Isidore. *Concepts Fundamental to LRE.*

Turner, Mary Jane. *Contexts Providing Optimal Opportunities for LRE.*

Other Resources

Anderson, Charlotte C. "Promoting Responsible Citizenship Through Elementary Law-Related Education." *Social Education* (May 1980): 382-97. This article concentrates on two critical features of elementary LRE programs: (1) the learning outcomes sought by such programs and (2) the learning environment that facilitates such outcomes.

Anderson, Charlotte C., and Mabel C. McKinney-Browning. "What Principals Should Know About Law-Related Education." *Principal* (January 1982): 42-46. This article provides school administrators with information on how to develop a program in their schools, what costs are involved, and where they can get help or advice on getting started.

Anderson, Charlotte C., and David T. Naylor, eds. *Law-Related Education and the Preservice Teacher.* Chicago: American Bar Association, 1991. This collection of fifteen papers provides the theoretical underpinnings, knowledge base, and curriculum components of LRE, with an emphasis on issues relating to preservice preparation for teaching about LRE.

Combs, Jerrold; Parkinson, Shirley; and Case, Roland, eds. *Ends in View: An Analysis of the Goals in Law Related Education.* Vancouver: University of British Columbia Center for the Study of Curriculum and Instruction, 1989. Intended for both LRE teachers and instructors of preservice LRE teachers, this book contains original papers by a number of Canadian and American teachers and legal educators who critically assess suggested goals of LRE. Topics include: critical thinking and LRE, teaching about law reform, LRE as citizenship education, legal reasoning, and building respect for law.

Final Report of the U.S. Office of Education Study Group on Law-Related Education. Washington, D.C.: GPO, 1979. OE Publication no. 79-43000. This report examines the condition of LRE in the United States, including its growth, values, and needs, as well as the roles various agencies and institutions played in that growth, and it sets forth a strategy to accomplish national support for LRE.

Freund, Paul A. "Law in the Schools: Goals and Methods." *Social Education* (May 1973): 361-430. Freund asserts that learning moral reasoning by continual practice in reaching decisions and having to justify them is a primary goal of LRE and that the teaching methods used for LRE should involve participatory, interactive learning, with activities such as simulation and role play.

Levine, Felice J., and June Louin Tapp, eds. *Law, Justice, and the Individual in Society: Psychological and Legal Issues.* New York: Holt, Rinehart and Winston, 1977. Three chapters provide good background readings on LRE:

> Freund, Paul A. "Law in the Schools." The author suggests that LRE should teach students not only what the content of law is, but also how to reason dialectically, cope with uncertainty, appreciate the ethical dimensions of problems, and weigh the consequences of diverse actions.
>
> Levine, Felice J., and June Louin Tapp. "The Dialectic of Legal Socialization in Community and School." The authors propose that legal education become part of a broad societal commitment to socialize and resocialize individuals to become more interactive, self-reliant participants in multiple systems of law.
>
> Tapp, June Louin, and Lawrence Kohlberg. "Developing Senses of Law and Legal Justice." This chapter introduces a theory of legal development derived from cognitive developmental theory.

McKinney-Browning, Mabel C. *The International Journal of Social Education* (Autumn 1987). This issue is devoted entirely to LRE. McKinney-Browning's "Law-Related Education: Programs, Process and Promise," introduces LRE and places the succeeding articles within the context of the field. The other articles explore the processes or strategies that have guided LRE over the years within and outside the school community.

A More Perfect Union. Chicago: American Bar Association, 1991. A twenty-three-minute videotape that introduces LRE to educators, legal professionals, and members of the community interested in learning more about civic education. This tape and accompanying twelve-page presenter's guide show how schools across the country are using a variety of approaches to teach concepts of law and citizenship. VHS.

Pereira, Carolyn. "LRE in Elementary and Secondary Schools." *ERIC Digest.* ERIC Order Number: EDO-SO88-6. Bloomington, Ind.: Clearinghouse for Social Studies/Social Science Education, June 1988. This article addresses (1) the meaning of *LRE*, (2) reasons for including LRE in the curriculum, (3) ways to include LRE in the curriculum, and (4) characteristics of effective LRE programs in elementary and secondary schools. Also included is a short resource list of additional background readings.

Recommendations from the Leon Jaworski Symposium. Chicago: American Bar Association, 1992. This document, developed from the 1991 ABA/YEFC-sponsored symposium at the Smithsonian Institution, includes thirty-eight recommendations to guide schools' efforts to educate elementary and secondary students about the Constitution and Bill of Rights in the twenty-first century.

Starr, Isidore. "The Law Studies Movement: A Memoir," *Peabody Journal of Education* (October 1977): 6-11. Affectionately known as the "Father of Law-Related Education," Isidore Starr provides a history of the LRE movement and its early pioneers.

Teaching for Tomorrow: Integrating LRE and the Social Studies. Chicago: American Bar Association, 1994. This Bar/School Partnership Handbook explores the relationship between LRE and history, global education, cooperative learning, and economics education.

Related National Standards

Expectations of Excellence: Curriculum Standards for Social Studies, Bulletin 89. Washington, D.C.: National Council for the Social Studies, 1994. This document serves as a framework for K-12 social studies program design and a guide for curriculum decisions by providing student performance expectations in the areas of knowledge, processes, and attitudes. Also provided are examples of classroom activities to guide teachers in designing appropriate instruction in the social studies.

National Standards for Civics and Government. Calabasas, Calif.: Center for Civic Education, 1994. This document details standards for what students in grades K-12 should know and be able to do in civics and government.

National standards have been developed for other disciplines and curricular areas relevant to LRE, including economics, geography, global education, and history (American and world). For further information, contact the following professional organizations:

The American Forum (Global Education)
120 Wall Street • Suite 2600
New York, NY 10005 • 212/742-8232

National Center for History in the Schools
University of California, Los Angeles
10880 Wilshire Boulevard • Suite 761
Los Angeles, CA 90024-4108
310/825-8388

National Council on Economic Education
1140 Avenue of the Americas
New York, NY 10036 • 212/730-7007

National Council for Geographic Education
1600 M Street NW • Suite 2500
Washington, DC 20036 • 202/775-7832

For information on the resources listed in this publication, contact:

The National LRE Resource Center
American Bar Association
541 North Fairbanks Court
Chicago, IL 60611-3314 • 312/988-5735

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For more information about the Law-Related Education Essentials, contact the National LRE Resource Center, American Bar Association, at the address below, or call 312/988-5735.

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Appendix 1

DIRECTORY OF NATIONAL LRE PROGRAMS

The eight law-related projects listed below provide LRE support nationwide.

American Bar Association Special Committee on Youth Education for Citizenship
541 N. Fairbanks Court, Chicago, IL 60611-3314, 312/988-5735, FAX: 312/988-5032.

Center for Civic Education
Charles Quigley, Executive Director, Jack Hoar, Director of Justice Education Programs, 5146 Douglas Fir Road, Calabasas, CA 91302, 818/591-9321 or 800/350-4223, FAX: 818/591-9330.

Center for Research and Development in Law-Related Education (CRADLE)
Julia Hardin, Executive Director, 2714 Henning Drive, Winston-Salem, NC 27106-4502, 910/721-3355, FAX: 910/721-3353.

Constitutional Rights Foundation
Todd Clark, Executive Director, 601 South Kingsley Drive, Los Angeles, CA 90005, 213/487-5590, FAX: 213/386-0459.

Constitutional Rights Foundation Chicago
Carolyn Pereira, Executive Director, 407 S. Dearborn, Suite 1700, Chicago, IL 60605, 312/663-9057, FAX: 312/663-4321.

National Institute for Citizen Education in the Law
Lee Arbetman, Associate Director, 711 G Street, SE, Washington, DC 20003, 202/546-6644, FAX: 202/546-6649.

Phi Alpha Delta Public Service Center
Jack Hanna, Programming Director, 1511 K St., NW, Suite 611, Washington, DC 20005, 202/638-2898, FAX: 202/638-2919.

Social Science Education Consortium
James Giese, Executive Director, 3300 Mitchell Ln., Suite 240, Boulder, CO 80301-2272 303/492-8154, FAX: 303/449-3925.

DIRECTORY OF STATE LRE PROGRAMS

The following law-related projects are leaders in their states.

Alabama
Janice Cowin, Alabama Center for Law and Civic Education, Cumberland School of Law, 800 Lakeshore Drive, Birmingham, AL 35229, 205/870-2433 or 800/888-7301, FAX: 205/870-2673.

Alaska
Marjorie Menzi, Co-Coordinator of the Alaska Law-Related Education Program, State Department of Education, 801 West 10th Street, Juneau, AK 99801-1894, 907/465-8720, FAX: 907/465-3396

Arizona
Lynda Rando, Arizona Center for LRE, Arizona Bar Foundation, 111 W. Monroe, Suite 1800, Phoenix, AZ 85003-1742, 602/340-7360, FAX: 602/271-4930.

Arkansas
Barbara Stafford, Executive Director, Learning Law in Arkansas, Inc., 1201 McAlmont #421, Little Rock, AR 72212, 501/375-9335, FAX: SAME AS PHONE.

California
Joseph Maloney, Executive Director, Citizenship and LRE Center, 9738 Lincoln Village Drive, Sacramento, CA 95827, 916/228-2322, FAX: 916/228-2493.

Colorado
Barbara Miller, Colorado Legal Education Project, 3300 Mitchell Ln., Suite 240, Boulder, CO 80301-2272, 303/492-8154, FAX: 303/449-3925.
Internet: millerba@ ucsu.colorado.edu .

Gayle Mertz, Director, Safeguard Law-Related Education Program, P.O. Box 471, Boulder, CO 80306, 303/441-3805, FAX: 303/441-4809.

Connecticut
James A Schmidt, Executive Director, Connecticut Consortium for Law & Citizenship Education, Secretary of State's Office, 30 Trinity St., Hartford, CT 06106, 203/566-3904, FAX:203/566-5757.

Delaware
Barry Townsend, President, Delaware Law-Related Education, Widener University, School of Law, Box 362, 4601 Concord Pike, Wilmington, DE 19803-0474, 302/323-2955, FAX: same as phone.

Duane Werb, Director, Street Law Project, Delaware Law School, 300 Delaware Avenue, P.O. Box 25046, Wilmington, DE 19899, 302/652-1133, FAX: 302/652-1111.

District of Columbia
Judy Zimmer, Deputy Director, District of Columbia Center for Citizen Education in the Law, 711 G Street, SE, Washington, DC 20003, 202/546-6644, FAX: 202/546-6649.

Richard Roe, Program Director, D.C. Street Law Project, Georgetown Law Center, 111 F Street, NW, Washington, DC 20001, 202/662-9615, FAX: 202/662-9681.

Florida
Annette Pitts, The Florida LRE Association, 1625 Metropolitan Circle, Suite B, Tallahassee, FL 32308, 904/386-8223, FAX: 904/386-8292.

Georgia
Anna Boling, Acting Director, Georgia LRE Consortium, Carl Vinson Institute of Government, The University of Georgia, 201 N. Milledge Ave., Athens, GA 30601-3803, 706/542-2736, FAX: 706/542-9301.

Hawaii

Sharon Kaohi, Office of Instructional Services, Social Studies & Art Section, 189 Lunalilo Home Road, 2nd Fl., Honolulu, HI 96825, 808/396-2543, FAX: 808/548-5390.

Paulette Suwa, YLA Division Administrator & Project Coordinator, Hawaii State Bar Association, Penthouse, 9th Floor, 1136 Union Mall, Honolulu, HI 96813, 808/537-1868, FAX: 808/521-7936.

Idaho

Lynda Clark, LRE Coordinator, Idaho Law Foundation, P.O. Box 895, Boise, ID 83701, 208/334-4500, FAX: 208/334-4515.

Illinois

Donna Schechter, Assistant Staff Liaison, Committee on Law-Related Education for the Public, Illinois State Bar Association, 424 South Second Street, Springfield, IL 62701, 217/525-1760 or 800/252-8908 (inside Illinois), FAX: 217/525-0712.

Ruth Woodruff, State Project Director, Illinois Law-Related Education Project, 407 S. Dearborn, Suite 1700, Chicago, IL 60605, 312/663-9057, FAX: 312/663-4321.

Indiana

Robert S. Leming, Director, Indiana Program for LRE, 2805 E. 10th Street, Suite 120, Bloomington, IN 47408, 812/855-0467, FAX: 812/855-0455.
Internet: rleming@indiana.edu .

Iowa

Timothy Buzzell, Director, The Iowa Center for Law & Civic Education, Drake University Law School, Opperman Hall, 2507 Carpenter Ave., Rm. 194, Des Moines, IA 50311, 515/271-3205, FAX: 515/271-2530.

Kansas

Ron Keefover, Information-Education Officer, Office of Judicial Administration, Kansas Judicial Center, 301 West Tenth Street, Topeka, KS 66612-1507, 913/296-4872; FAX: 913/296-7076.

Kentucky

Bruce Bonar, Associate Director, Model Laboratory School, Eastern Kentucky University, Richmond, KY 40475, 606/622-3766, FAX: 606/622-1020.

Deborah Williamson, Project Director, Kentucky LRE, Administrative Office of the Courts, 100 Millcreek Park, Frankfort, KY 40601, 502/573-2350, FAX: 502/695-1759.

Louisiana

Maria Yiannopoulos Dooley, Coordinator, Louisiana Center for LRE, Louisiana State Bar Association, 601 St. Charles Avenue, New Orleans, LA 70130, 504/566-1600, FAX: 504/566-0930.

Wanda Anderson Tate, 1 Galleria Boulevard #1704, Metarie, LA 70001, 504/836-6666, FAX: 504/836-6698.

Maine

Virginia Wilder Cross, Public Affairs Director, Maine State Bar Association, 124 State Street, Augusta, ME 04332-0788, 207/622-7523, FAX: 207/623-0083.

Theresa Bryant, Director, Maine Law Related Education Program, University of Maine School of Law, 246 Deering Avenue, Portland, ME 04102, 207/780-4159, FAX: 207/780-4913.

Maryland

Rick Miller, Director, Citizenship/LRE Program for Maryland Schools, UMBC/MP 007, 5401 Wilkens Ave., Baltimore, MD 21228, 410/455-3239, FAX: 410/455-1062.

Massachusetts

Nancy J. Kaufer, Director, Community Services, Massachusetts Bar Association, 20 West Street, Boston, MA 02111-1218, 617/542-3602 X 605, FAX: 617/426-4344.

Joan Kenney, Massachusetts Supreme Court, Public Information Office, Room 218, Old Court House, Boston, MA 02108, 617/557-1114, FAX: 617/742-1807.

Michigan

Linda Start, Director, Center for Civic Education Through Law, Oakland Schools, 2100 Pontiac Lake Road, Waterford, MI 48328, 810/858-1947, FAX: 810/858-1881.

Minnesota

Jennifer Bloom, Director, Minnesota Center for Community Legal Education, Hamline University School of Law, 1536 Hewitt Avenue, St. Paul, MN 55104, 612/641-2411, FAX: 612/641-2435.

Mississippi

Mississippi State Bar, Lynette Hoyt McBrayer, Mississippi LRE Center, 643 N. State St., P.O. Box 2168, Jackson, MS 39225-2168, 601/948-4471, FAX: 601/355-8635.

Linda Kay, Social Studies Specialist, Mississippi State Department of Education, 604 Walter Sillers Bldg., 550 High Street, Jackson, MS 39205-0771, 601/359-3791, FAX: 601/352-7436.

Missouri

Christopher C. Janku, LRE Field Director, The Missouri Bar, 326 Monroe Street, Jefferson City, MO 65101, 314/635-4128, FAX: 314/635-2811.

Linda Riekes, Director, Law and Citizenship Education Unit, St. Louis Public Schools, 5183 Raymond, St. Louis, MO 63113, 314/361-5500 X 257, FAX: 314/361-3589.

Montana

Lorrie Monprode-Holt, Director, Montana Law-Related Education Office, Office of Public Instruction, State Capitol, Helena, MT 59601, 406/444-2979, FAX: 406/444-3924.

Nebraska

Janet Hammer, Administrative Assistant to the Court Administrator, 1220 State Capitol, #1207, Lincoln, NE 68509-8910, 402/471-3205, FAX: 402/471-2197.

Tom Keefe, Director of LRE, Nebraska State Bar Association, 635 South 14th Street, Lincoln, NE 68508, 402/475-7091, FAX: 402/475-7098.
Internet: tkeefe@ndet.nde.state.ne.us .

Nevada

Phyllis Darling, Director Nevada Center for Law-Related Education, Clark County School District, 601 N. Ninth Street, Las Vegas, NV 89101, 702/799-8468, FAX: 702/799-8452.

New Hampshire

Holly F. Belsen, Coordinator, New Hampshire Bar Association, 112 Pleasant Street, Concord, NH 03301, 603/224-6942, FAX: 603/224-2910.

Carter Hart, State of New Hampshire Department of Education, State Office Park South, 101 Pleasant Street, Concord, NH 03301, 603/271-2632, FAX: 603/271-1953.

New Jersey

Sheila Boro, Public Education Coordinator, New Jersey State Bar Foundation, 1 Constitution Square, New Brunswick, NJ 08901-1500, 908/249-5000, FAX: 908/249-2815.

Rebecca McDonnel, Institute for Political and Legal Education, Education Information and Resource Center, 606 Delsea Dr., Sewell, NJ 08080, 609/582-7000, FAX: 609/582-4206.

Arlene Gardner, Director, New Jersey Center for LRE, 634 Carleton Road, Westfield, NJ 07090, 908/789-8578, FAX: 908/233-1382.

New Mexico

Michelle Geiger, Associate Director, New Mexico LRE Project, P.O. Box 27439, Albuquerque, NM 87125, 505/764-9417, FAX: 505/242-5179.

New York

James J. Carroll, Director, Project LEGAL, Syracuse University, 732 Ostrom Ave., Syracuse, NY 13244, 315/443-4720.

Mary D. Hughes, Director, Project Legal Lives, Kings County District Attorney's Office, Municipal Building, Brooklyn, NY 11201, 718/250-2000, FAX: 718/250-8723.

Gregory Wilsey, Acting Director, Law, Youth and Citizenship Program, New York State Bar Association, One Elk Street, Albany, NY 12207, 518/474-1460, FAX: 518/486-1571.

Thomas J. O'Donnell, Director, Project P.A.T.C.H, Northport-East Northport UFSD, 110 Elwood Road, Northport, NY 11768, 516/262-6600, X 284, FAX: 516/262-6736.

North Carolina

Doug Robertson, North Carolina Department of Public Instruction, 116 W. Edenton Street, Raleigh, NC 27603-1712, 919/715-1877, FAX: 919/715-1897.

North Dakota

Deborah Knuth, State Bar Association of North Dakota, Suite 101, 515 1/2 E. Broadway, Bismarck, ND 58501, 701/255-1404, FAX: 701/224-1621.

Ohio

David Naylor, Executive Director, Center for Law-Related Education, University of Cincinnati, 608 Teachers College, Cincinnati, OH 45221, 513/556-3563, FAX: 513/556-2483.

Nicholas Topougis, Executive Director, Ohio Center for LRE, P.O. Box 16562, Columbus, OH 43216-6562, 614/487-2050, FAX: 614/487-1008.

Oklahoma

Michael H. Reggio, LRE Coordinator, Oklahoma Bar Association, P.O. Box 53036, 1901 N. Lincoln Blvd., Oklahoma City, OK 73152, 405/524-2365, 800/522-8065 (inside Oklahoma), FAX: 405/524-1115.
Internet: mreggio@aardvark.ucs.voicndr.edu .

Oregon

Marilyn Cover, Director, Classroom Law Project, 6318 SW Corbett, Portland, OR 97201, 503/768-6623, FAX: 503/768-6671.

Pennsylvania

David Trevaskis, Executive Director, Law, Education and Participation (LEAP), Temple University School of Law, 1719 North Broad Street, Philadelphia, PA 19122, 215/204-8954, FAX: 215/204-5455.

Puerto Rico

Maria Teresa Palou, General Education Council, Department of Education, P.O. Box 5429, Hateo Rey, Puerto Rico 00919, 809/764-0101, FAX: 809/764-0820.

Rhode Island

Claudette Field, Executive Director, Rhode Island Legal/Educational Partnership Program, 22 Hayes Street, B-3, Providence, RI 02908-5007, 401/277-6831, FAX: 401/277-6839.

Joyce L. Stevos, Director of Program and Staff Development, Providence School Department, 797 Westminster Providence, RI 02903, 401/456-9126, FAX: 401/456-9252.

Theresa Watson, Deputy Director, University of Rhode Island, Ocean State Center for Law and Citizenship Education, 22 Hayes Street, Room 105, Providence, RI 02908, 401/861-5737, FAX: 401/351-8855.

South Carolina

Cynthia Coker, LRE Director, South Carolina Bar, P.O. Box 608, Columbia, SC 29202, 803/252-5139, FAX: 803/799-4118.

South Dakota

Robert Wood, Professor & Director of the South Dakota Center for Civic & Law-Related Education, Delzell Education Center, University of South Dakota, 414 East Clark, Vermillion, SD 57069, 605/677-5832, FAX: 605/677-5438.
Internet: woodr@charlie.usd.edu .

Tennessee

Judith Cannizzaro, Social Studies Coordinator, Metropolitan Nashville Public Schools, 2601 Bransford Ave, Nashville, TN 37204, 615/259-8660, FAX: 615/259-8492.

Dorothy J. Skeel, Economic and Social Education Center, Peabody College, Vanderbilt University, Nashville, TN 37203, 615/322-8450, FAX: 615/322-8999.

Suzanne Stampley, William J. Harbison Foundation for Law-Related Education, 3622 West End Avenue, Nashville, TN 37205, 615/383-7421, X 150, FAX: 615/297-8058.

Texas

Rhonda Haynes, Director of LRE Programs, State Bar of Texas, P.O. Box 12487, Austin, TX 78711, 800/204-2222 X 2120, FAX: 512/475-1904.

Utah

Nancy N. Mathews, Law-Related Education and Social Studies Specialist, Utah State Office of Education, 250 East 500 South, Salt Lake City, UT 84111, 801/538-7742, FAX: 801/538-7769.

Kathy Dryer, Director, Utah LRE Project, 645 S. Second East, Salt Lake City, UT 84111, 801/322-1802, FAX: 801/531-0660.

Vermont

Susan M. Dole, Executive Director, Vermont Bar Association, P.O. Box 100, Montpelier, VT 05601, 802/223-2020, FAX: 802/223-1573.

Virginia

Robin Haskell McBee, Virginia Institute for Law and Citizenship Studies, School of Education, Virginia Commonwealth University, P.O. Box 842020, Richmond, VA 23284-2020, 804/828-1940, FAX: 804/828-1323.

Washington

Margaret Fisher, Seattle University School of Law, Institute for Citizen Education in the Law, 950 Broadway Plaza, Tacoma, WA 98402-4470, 206/591-2215, FAX: 206/325-1877.

Jo Rosner, LRE Director, Washington State Bar Association, 2001 6th Avenue, Seattle, WA 98121-2599, 206/727-8282, X 282, FAX: 206/727-8320.

West Virginia

Thomas R. Tinder, Executive Director, Citizenship and Law-Related Education Program, West Virginia State Bar, 2006 Kanawha Blvd. East, Charleston, WV 25311, 304/558-9126, FAX: 304/558-2467.

Wisconsin

H. Michael Hartoonian, Social Studies Supervisor, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 52707, 608/267-9273, FAX: 608/267-1052.

Lori Phelps, LRE Coordinator, State Bar of Wisconsin, P.O. Box 7158, Madison, WI 53707-7158, 608/257-3838, FAX: 608/257-5502.

Wyoming

Donald Morris, State LRE Coordinator, Centra High School, 5500 Education Drive, Cheyenne, WY 82009, 307/771-2680 X 444, FAX: 307/771-2699.

Tony Lewis, Executive Director, Wyoming State Bar, P.O. Box 109, Cheyenne, WY 82003-0109, 307/632-9061, FAX: 307/632-3737.

FOR ADDITIONAL INFORMATION PLEASE CONTACT:

National LRE Resource Center
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Appendix 2

CALL FOR LRE DOCUMENTS

Kinds of Documents to Send to the Adjunct ERIC Clearinghouse for LRE

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Appendix 3, Figure 1
Sample ERIC Document Resume

ERIC Accession Number: identification number sequentially assigned to articles as they are processed.	**ED368657**
Author(s):	**Audigier, F., and G. Lagelee.**
Document Title:	CIVIC EDUCATION: TEACHING ABOUT SOCIETY, PASSING ON VALUES. REPORT OF THE COUNCIL OF EUROPE TEACHERS' SEMINAR (57TH, DONAUESCHINGEN, GERMANY, OCTOBER 12-17, 1992).
Institution/Sponsoring Agency and Date Published:	Strasbourg, France: Council for Cultural Cooperation, 1993, 44p.
Alternate Source for obtaining document:	Available From: Council of Europe, B.P. 431 R6, F-67006 Strasbourg Cedex, France.
ERIC Document Reproduction Service (EDRS) Availability:	EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language:	Language: English
Publication Type: broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.	Document Type: CONFERENCE PROCEEDINGS (021)
Geographic Source:	Geographic Source: France
Government:	Government: International
Target Audience:	Target Audience: Teachers; Policymakers; Administrators; Practitioners
Major and Minor Descriptors: subject terms found the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index of *Resources in Education*.	Descriptors: *Citizenship Education; *Civics; *Civil Liberties; Classroom Techniques; Curriculum Development; Democratic Values; Educational Experience; Foreign Countries; Learning Activities; Secondary Education; Seminars; Social Studies; *Teacher Associations
Major and Minor Identifiers: terms found in the *Identifier Authority List* that characterize proper names or concepts not yet represented by descriptors. Only the major terms (preceded by an asterisk) are printed in the Subject Index of *Resources in Education*.	Identifiers: *Council for Cultural Cooperation (France); Council of Europe (France); European Convention on Human Rights.
Abstract:	This seminar report describes debates that centered around three civic educational themes of identity/citizenship, civics and school life, and the study of the European Convention on Human Rights along with ideas presented at the opening of the seminar and general conclusions at the end. . . .

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Appendix 3, Figure 2
Sample ERIC Journal Article Resume

ERIC Accession Number: identification number sequentially assigned to articles as they are processed.

EJ476757

Author(s):

Adler, Susan A., and others.

Article Title:

PARTICIPATORY CITIZENSHIP: MADE AND REMADE FOR EACH GENERATION.

Journal Title, Volume, Date Published, and Page Numbers:

International Journal of Social Education 8 (Spring 1993): 67-74.

Reprint Availability:

Available From: UMI

Language:

Language: English

Descriptive Note:

Document Type: REVIEW LITERATURE (070); POSITION PAPER (120); JOURNAL ARTICLE (080)

ISSN Number:

ISSN: 0889-0293

Target Audience:

Target Audience: Teachers; Administrators; Practitioners

Major and Minor Descriptors: subject terms found the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index of *Current Index to Journals in Education.*

Descriptors: *Citizen Participation; *Citizenship Education; Citizenship Responsibility; Critical Thinking; Curriculum Development; Democratic Values; *Educational History; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; Geography; History; Participative Decision Making; Politics of Education; School Business Relationship; *Social Studies

Major and Minor Identifers: terms found in the *Identifier Authority List* that characterize proper names or concepts not yet represented by descriptors. Only the major terms (preceded by an asterisk) are printed in the Subject Index of *Current Index to Journals in Education.*

Identifiers: *America 2000

Annotation:

Discusses the potential impact that the America 2000 reform effort might have on social studies and citizenship education. Argues that the preoccupation of America 2000 and the business community is short-sighted. Calls for social studies educators to recommit themselves. (CFR)